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ABSTRACT

Prepared by a task force of Wisconsin educators, these guidelines are intended to be used by school board members, administrators, and curriculum leaders, including teachers, library media specialists, and other educators, to ensure that the school library media program is an integral part of their school's instructional program. Designed to provide the information essential to the development and maintenance of effective school library media programs, the guide (1) describes a logical framework for planning, development, and evaluation together with guidelines for writing building-level objectives and long-range plans; (2) focuses on diversity in library media program development; (3) focuses on the school library media specialist's important role in implementing the total instructional program; (4) suggests realistic requirements for effective library media programs; (5) takes into account the value of human and material resources within, as well as outside, the school district; and (6) focuses on the importance of effective relationships with other types of libraries, including public and university libraries. Following an overview and discussion of the guide's purpose, guidelines are presented in four sections covering library media programs on the building, district, area, and state levels. Related materials are provided in 23 appendices. (KM)

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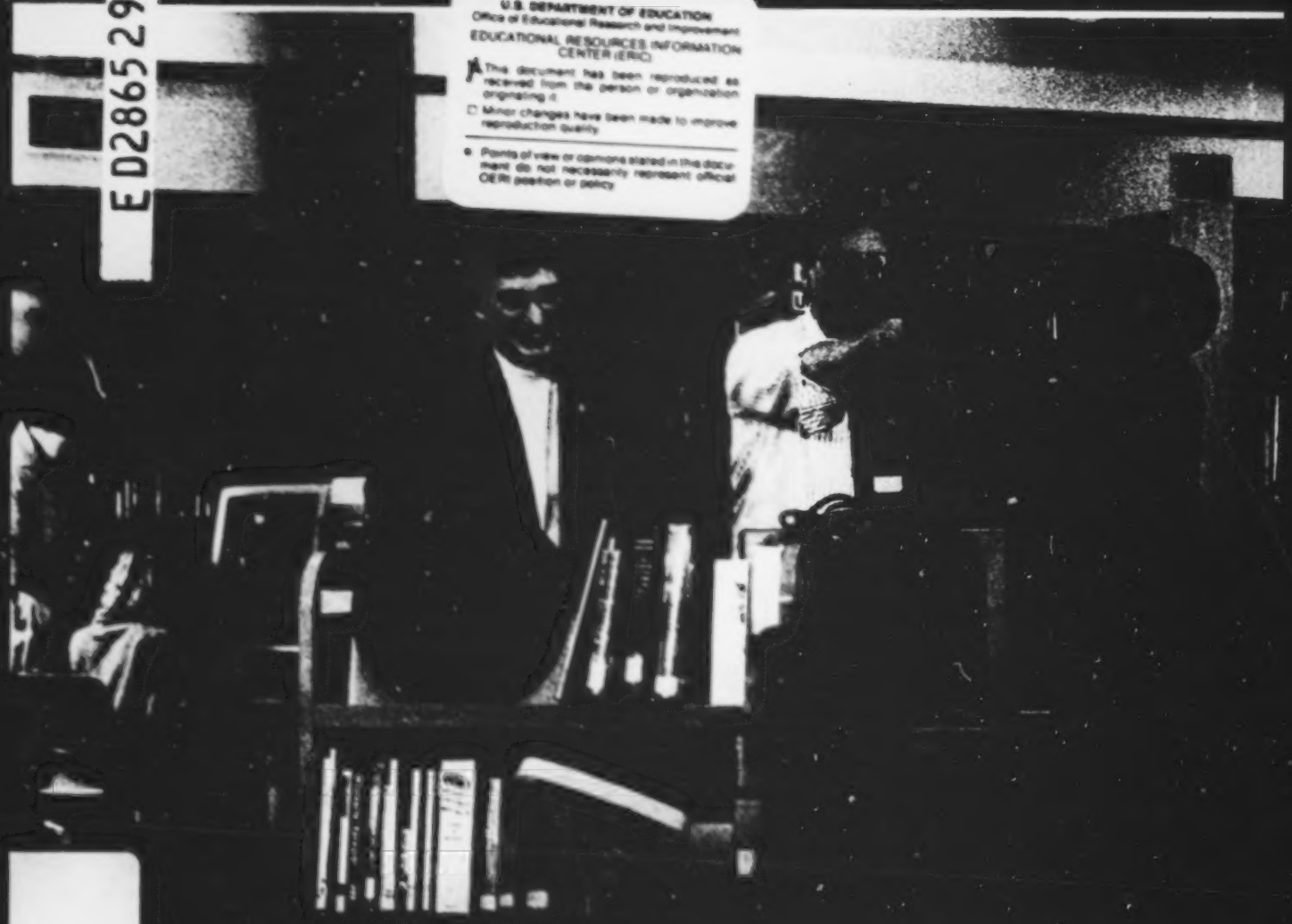

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School Library Media Programs: A Resource and Planning Guide

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Contents

		Page
Foreword		v
Acknowledgments		vii
Overview and Purpose		ix
1	**Building-Level Library Media Program**	
	Introduction	1
	Services	1
	Curriculum Development and Instructional Design	3
	Building-Level Staff	4
	Collections	8
	Budget	11
	Facilities	13
2	**District-Level Library Media Program**	
	Purpose	19
	Services	19
	District-Level Library Media Director	20
	Long-Range Plan	21
3	**Area-Level Library Media Services**	
	Services	23
	Service Providers	24
4	**State-Level Library Media Program**	
	State-Level Responsibilities	27
	Wisconsin State Agency	28
	Council on Library and Network Development	28
	Council on Instructional Telecommunications	28
	Cooperative Children's Book Center	29
	Wisconsin Public Television and Radio Networks	30
5	**Appendixes**	
	A. Access to Resources in the School Library Media Program	34
	B. Considerations for Low-Enrollment School Districts	35
	C. Library Media Specialists and Curriculum Planning	37
	D. DPI Curriculum Guides and Other Resources	39
	E. The Complete Instructional Design Plan	40
	F. Library Media Taxonomies	41
	G. Sample Position Descriptions and Evaluations	44
	H. Instructional Media and Technology Licenses	56
	I. WISCAT and MITINET	60
	J. Pupil Nondiscrimination Statute	62
	K. Wisconsin Statutes that Affect School Library Media Programs	63
	L. School Library Media Materials Budget Formula	65
	M. Education Block Grant Law	67

N. Wisconsin Common School Fund 68
O. Account Numbers for Media Program Expenditures 69
P. Service Needs and Providers Identification Form 72
Q. Design of School Library Media Centers 73
R. Standard 121.02(h) 74
S. CESA Media Services Available in 1986-87 75
T. Cooperative Educational Service Agencies 77
U. Regional Service Units 78
V. Wisconsin Public Library Systems and Multitype Organizations 79
W. Division for Library Services Organization Chart 81

Foreword

Helping each student become the best she or he can be is what the pursuit of educational excellence is truly about. Finding and developing creative ways to provide an excellent education for every student is a challenge. One of the mechanisms that can help insure excellence is the effective library media program, for good schools need good libraries.

Whether we live in communities of 500 or 500,000, we must equip our children to acquire and use information to meet their instructional and personal needs. We must, therefore, develop self-directed learners—young people who know, through classroom instruction and use of library information skills, how to find answers to the questions they face today and will face tomorrow.

As our society moves deeper into the information age, library media centers are becoming more important to the school. For example, while computer use in schools increases, computer information networks within and between library media centers promise to restructure the ways in which information is gathered, cataloged, and, most important, used.

The field of computer-assisted instruction could offer school library media professionals still other opportunities for leadership. In many Wisconsin school districts, library media directors are already coordinating kindergarten through 12th grade instructional computer programs. This seems a natural role for library media staff because of their training, interest, and commitment.

Good library media centers don't just happen. They require four major ingredients—programs, materials, staff, and facilities. They require professionals who plan with teachers for the effective use of instructional resources in the curriculum. Most important, they require school board members, school administrators, and teachers who sense the excitement of the information age, and who support effective library media programs.

I urge you to thoughtfully study these guidelines, which replace the *Standards for Library Media Programs 1977-82*. While they are not mandates, they do point the direction for achieving educational excellence through library media programs and address the educational needs of students in a changing world.

Herbert J. Grover
State Superintendent

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Overview and Purpose

School Library Media Programs: A Resource and Planning Guide is the product of more than two years of work by a task force of Wisconsin educators representing cooperative educational service agency administrators, district- and building-level school administrators, curriculum directors, district- and building-level library media specialists, and teachers.

The common goal of task force members was to create a tool that would help promote educational excellence through the effective and efficient use of instructional media.

The guidelines begin with discussion of building-level school library media programs, because these are the programs that serve students and teachers most directly. The building-level school library media program affects *every* student and teacher in a school. It is at this level that the program should be at its best.

Section 1 of this guide, on the "Building-Level Instructional Media Program," includes discussion of services effective library media programs provide; the library media specialist's role in curriculum development and implementation; professional and support staff needed for programs based on various program philosophies, expectations, and work conditions; materials collections; an innovative approach to funding; and facilities.

The guide also includes sections on district-, area-, and state-level programs and services, as well as an extensive section of appendixes.

School Library Media Programs is designed to provide the information essential to development and maintenance of effective school library media programs. School board members, administrators, and curriculum leaders, including teachers, library media specialists, and other educators, can use the guidelines and resources it offers to insure that the school library media program is an integral part of their school's instructional program.

To that end, task force members developed a guide that

- describes a logical framework for planning, development, and evaluation and guidelines for writing building-level objectives and long-range plans;
- focuses on diversity in library media program development;
- focuses on the school library media specialist's important role in implementing the total instructional program;
- suggests realistic requirements for effective library media programs;
- takes into account the value of human and material resources within, as well as outside, the school district; and
- focuses on the importance of effective relationships with other types of libraries, including public and university libraries.

To fulfill its intent, the task force drafted guidelines and then used an extensive review process. The draft was reviewed by members of the Council on Library and Network Development and distributed for review to all district library media directors in the state, to a group of library media specialists representing school districts with low enrollments, to public library system directors, and to selected state education associations.

The funding formula included in the guidelines was field tested by 50 library media specialists. Revisions of the draft were based on analysis of written and oral comments from all these individuals and groups.

While this document does not present a mandate for school library media program development, it does suggest ways educators and concerned others can work together to provide the best answers for the instruction of Wisconsin's children.

Dianne McAfee Hopkins, Chair
Library Media Guidelines Task Force

Building-Level Library Media Program 1

Introduction

The building-level library media program is an essential partner in the school's endeavor to provide comprehensive education that meets the needs of students with differing abilities, backgrounds, and interests. As society becomes more information oriented, information finding, evaluation, and utilization skills must be considered as basic as reading and writing skills. An effective library media program not only provides materials and services to support those who teach and those who learn, but also is staffed by library media specialists actively involved in the teaching/learning process.

In Wisconsin school districts, there are many school buildings, with varying facilities and numbers of students to serve. An effective library media program must be made available to all students and their teachers, regardless of the size, location, or physical condition of these buildings. (See Appendix A.)

Components of the effective building-level library media program are services, instruction, staff, collections, facilities, and the budget to insure that a full program involving all these components will be available to users. The discussion of these components and the recommendations in this section should be reviewed by all school districts, regardless of size. Special considerations for districts with enrollments of less than 500 are examined in Appendix B.

Services

An effective building-level library media program offers consultation, instruction, access to resources, and reference and audiovisual production services to students, faculty and administrators, and the community. When adequate budget and staff, as outlined in this document, are provided, these groups may expect the following services.

Students

Effective library media programs may be expected to provide the following services to students.

- A coordinated library media program which insures continuity of district philosophy, objectives, instruction, and activities from kindergarten through grade 12 (K-12)
- Professional guidance in the development of reading, listening, research, study, and viewing skills
- An attractive and comfortable environment that encourages exploration, independent learning, and personal growth
- A facility with adequate space, materials, and equipment to support individual, small-group, and large-group activities
- Opportunities for self-expression through research and media production

- Instruction in learning skills, such as selection, retrieval, and use of appropriate materials
- Access to all instructional media through a centralized catalog
- Materials and equipment systematically organized to facilitate independent use
- Materials of varying levels of difficulty and in a variety of formats
- Instruction in the use of equipment to view, listen to, and create media
- Technical assistance with design of materials such as slides, audio- and videotapes, transparencies, and computer-produced materials
- Ready access to equipment needed for group and individual use of materials
- Flexible scheduling so that students have access to the library media center and its staff before, during, and after school
- Circulation procedures that impose minimal restrictions and encourage use of the entire library media center collection during the school day and during vacation periods
- Provision of information about, and access to, materials and information services available outside the building library media center, for example, information and collections in other school districts, other schools, public libraries, universities, specialized agencies such as CESAs (cooperative educational service agencies), and in online information utilities
- Access to other community resources, such as knowledgeable individuals and businesses, and the information they offer
- Opportunities to explore careers and provide service by participating in the library media center program as a volunteer or a student involved in a for-credit course

Faculty and Administrators

An adequately funded and staffed building library media center will provide school faculty and administrators with the following.

- A coordinated library media center program which insures K-12 continuity of district philosophy, objectives, and methods of instruction
- Inservice training in the effective use of audiovisual equipment and the design and production of instructional materials
- Library media professionals actively involved in development of curricula for all subjects at all grade levels
- Provision of information about instructional television and radio programs
- Requests for input on the development and assessment of library media center objectives, policies, and procedures
- Access to articles, books, data bases, and other educational materials which support professional growth, curriculum development, research, and instruction
- The invitation to be actively involved in the selection and evaluation of materials and equipment
- Collaboration with library media staff on the identification and selection of materials to meet specific class and individual student needs
- Access to professional resources that can help identify appropriate learning materials
- Ready access to a centralized, organized collection of materials and equipment for instructional and professional use
- Provision of regular information on new library media center acquisitions and services
- Adequately equipped and staffed facilities which encourage and support instructional development and production of materials
- Production of audiovisual materials by library media staff
- Provision of information about, and access to, materials and information services available outside the building library media center—for example, information and collections in other school districts, other schools, public libraries, universities, specialized agencies such as CESAs, and in online information utilities

Community

An effective school library media program will also offer the following services to the community.

- Provision of information about the school district's library media program, including the philosophy upon which it is based, goals and objectives, activities used to carry it out, and policies that support it, such as the materials selection and reconsideration policy

- Opportunities to view and participate in development and use of library media center resources
- Opportunities for individual community members to contribute to the library media center program as volunteers
- Access to the resources of the school library media center
- Provision of information that promotes reading and learning

Curriculum Development and Instructional Design

The library media program and staff must contribute actively to the teaching/learning process. One way this can occur is when the library media specialist is an integral participant in the school district's curriculum development and instructional design process.

Participation in these activities is important for two reasons. First, the library media specialist can bring to the curricular planning process a unique perspective, specialized skills, and a sound knowledge of the resources available in the district. Second, the library media specialist's participation helps insure that the library media collection and program will grow and change with the curriculum.

The recommendations which follow must be viewed with the realization that, while the ideal is that the library media specialist will always serve on building-level curriculum committees, this will not always be possible, particularly if several such committees are actively working at the same time. Cooperative planning should enable the library media specialist to make meaningful contributions to the work of curriculum committees during the committee process. (See Appendix C.)

Curriculum Development

As the core of the school's program, the curriculum provides an outline of what is to be taught. In this document, *curriculum development* refers to the selection of course and programs, as well as to the scope and sequence of courses, that make up the total school curriculum.

Since they are expected to assist with the implementation of the local district curriculum, library media specialists should be involved in the curriculum development process, preferably as members of building-level and/or district-level curriculum committees. Their awareness of and sensitivity to the psychology of learning and their knowledge of resources puts them in an excellent position to work with teachers to develop curriculums suited to student abilities and experience.

Library media specialists involved in curriculum development can also keep library media collections current, varied, and easily accessible to students and teachers. As trained teachers, school library media specialists often have subject matter expertise which can be a useful addition to the curriculum development process.

Information Skills

Increasingly, instruction in the finding and using of library media resources is becoming a part of the curriculum. No longer is it enough to provide students with a "unit" of instruction on how to use the library media center. Instead, carefully sequenced instructional modules should be integrated into the curriculum at all levels.

Incorporating library media, or information, skills instruction into the curricular mainstream makes these skills more relevant for students, can help students learn more about the subjects they study, and may result in the development of lifelong learning skills.

With the publication of several new subject-matter curriculum guides by the Department of Public Instruction, Wisconsin public schools have an opportunity to integrate information skills directly into the curriculum at every grade level and for every subject. Since each guide includes information skills objectives, the school library media specialist should encourage inclusion of these objectives in the local curriculum. (See "Subject-Area Curriculum Guides" section of Appendix D.)

Instructional Design

Instructional design is concerned with how subjects are taught. It deals with the specific content of individual courses, presentation methods, learning activities, resources, and evaluation strategies.

Most instructional design models include the following elements.

- Identification of problem/learning activity
- Analysis of setting/audience
- Identification of teaching/learning objectives
- Specification of methods and materials
- Design and production of materials
- Testing and evaluation of draft materials and methods
- Analysis of results
- Implementation of problem-solving/learning activity

There are many instructional design models and systematic processes available to school districts. The steps included in each vary, but in the final analysis models differ only on how and in what sequence individual steps are to be carried out. What is most important is that some type of model be used, and that the library media specialist be a major contributor to the instructional design process.

A sample instructional design model appears in Appendix E.

It must be recognized that participation in the instructional design process is a recent and new role for many practicing school library media professionals. While many library media specialists do not have specific training in instructional design, their involvement is nonetheless imperative. For this reason, library media specialists should take advantage of continuing education opportunities which focus on instructional design.

Once the school curriculum and individual courses and learning modules have been developed, the library media specialist becomes a key liaison between teachers and students. Working in concert with the classroom teacher, the library media specialist can help identify appropriate materials and make them available to students. Appendix F provides a variety of models for involving the library media program in instruction.

Keeping Current with Technologies

In addition to the functions listed earlier, the library media specialist should demonstrate leadership in promoting and using appropriate new and emerging technologies. At present, several technologies are reaching a stage of development at which they are becoming more affordable and available to even the smallest of school districts. Among these are CD-ROM (compact disc with read-only memory) technology, satellite receiving dishes, interactive two-way cable television systems, and a variety of telecommunications technologies. (See "Selected BIMT Resources" section of Appendix D.)

Much as they did at the advent of microcomputers in schools, library media specialists should provide leadership in this area by reading professional literature, attending pertinent conferences, talking with vendors, and visiting other school districts. In addition, it is important that the library media professional take steps to introduce appropriate new and emerging technologies to local district staff through newsletters, inservice sessions, and informal discussions.

Finally, the library media professional should serve as a role model, taking the lead if possible in using new and emerging technologies.

Building-Level Staff

Described below are the qualifications building-level library media center staff must have in order to provide effective services to students, faculty, and others.

Professional Staff

A library media program derives its strength from the staff responsible for its operation. Program effectiveness depends upon the knowledge, skills, and attitudes of those providing services. Library media professionals should possess

- knowledge of learning theory, curriculum development, research, and educational administration, and skills in techniques of instruction, in order to be able to base decisions on sound educational principles and practices;
- human relations, communication, consulting, and leadership skills in order to be able to interact effectively with students, faculty, administrators, and community members;
- program development, management, and organizational skills, in order to be able to establish efficient and effective policies and procedures. (See job description samples in Appendix G.)

The availability of professional staff is the single most crucial factor in determining the effectiveness of any library media program. Each building program should include enough certified staff to provide services in sufficient quantity and variety, no matter how many students and teachers are served or how many grade levels are taught in that building.

When the number of students or the extent of the library media program indicates that more than one professional is required in a building, one professional should be placed in charge to be responsible and accountable for developing a comprehensive program.

When hiring more than one professional for a school library media program, school administrators should attempt to secure a balance of skills—for example, expertise in reference service, cataloging, public relations, instructional development, media production, and microcomputer and video equipment use.

In addition to the services described earlier, library media professionals with building-level responsibilities should provide leadership for all aspects of library media program development. In this context, the importance of collaboration with administrators, teachers, and students cannot be overemphasized. Leadership comprises all the functions outlined below.

Planning and Policy Making

- Determining annual and long-range goals
- Developing the library media budget
- Establishing policies and procedures which promote effective use of facilities, resources, and staff
- Participating in development of the district library program
- Instituting an ongoing system for evaluating the library media program

Carrying Out the Program/Management

- Implementing policies and procedures which help accomplish program goals
- Interpreting the district library media program for students, school personnel, and community members
- Implementing changes suggested by research findings and other developments as appropriate
- Building and maintaining a collection of materials in a variety of formats selected for students with different levels of ability
- Removing obsolete and worn-out materials and equipment
- Selecting and arranging library media center furnishings and equipment
- Establishing working relationships with commercial enterprises and sales representatives
- Training, scheduling, supervising, and evaluating support staff

Consulting

- Serving on planning and curriculum committees
- Surveying students, teachers, and administrators to determine their needs and interests
- Sharing ideas regularly with other library media professionals
- Identifying and facilitating use of community and regional resources

Assessing and Reporting

- Conducting ongoing evaluation of the building library media program
- Maintaining records as needed on library media center use, equipment maintenance, materials and equipment circulation, and so on
- Preparing and submitting progress reports to administrators

Professional Growth and Attitude

- Keeping up with developments in the field by enrolling in classes, attending conferences and workshops, reading professional journals, and visiting exemplary library media programs
- Demonstrating a service orientation, love of learning, and concern for students

Wisconsin library media professionals must be licensed by the state Department of Public Instruction. A description of state certification standards is included in Appendix H.

Support Staff

If library media specialists are to provide the services listed above, they must devote most of their time to working directly with students, teachers, and administrators. This is possible only if an adequate support staff is provided to perform clerical and technical tasks. The nature of these tasks will vary from school to school; some may be secretarial, and some may require specialized training.

In all cases, however, support staff work under library media specialists' direct supervision. Types and examples of tasks support staff can perform under supervision are listed below.

Clerical

- Recording statistics
- Preparing displays
- Checking in incoming periodicals
- Ordering films
- Maintaining an orderly and attractive library media center
- Keeping a materials and equipment inventory
- Gathering materials for classroom use from provided lists
- Typing bibliographies
- Preparing and distributing overdue notices
- Maintaining vertical and picture files
- Circulating materials and equipment
- Processing materials
- Shelving materials and equipment

Technical

- Servicing and repairing instructional equipment
- Preparing instructional materials
- Videotaping programs off the air
- Repairing damaged materials
- Operating instructional equipment

Informational

- Helping students and teachers locate materials
- Helping students and teachers use equipment and materials

Staffing Recommendations

An effective library media program is possible only if sufficient professional and support staff are provided. While volunteers can enhance and contribute to a program, they should not be depended upon for provision of basic library services.

Staffing patterns selected for building-level library media programs will depend upon a number of factors, including

- program philosophy, and
- actual working conditions.

The program philosophy addresses the level of involvement of the library media program in the total instructional program. It suggests that the more comprehensive the services of the library media program, and the more direct and extensive the involvement in the instructional curriculum, the greater the need for professional and support staff.

The top chart on page 7 suggests the indicators to be seriously reviewed before determining staffing needs. No one building-level library media program will show all one type of indicator and none of another. Rather, each program will be a combination, and learning this combination can be a useful result of program review.

Arbitrary staffing requirements, such as those based on student enrollments, are inappropriate, as they do not take into consideration variations among programs. These guidelines suggest a range of staffing patterns which can be used to help determine an adequate level of staffing based upon program philosophy, expectations, and working conditions.

Recommended staffing patterns are shown in the bottom chart on page 7.

Staffing Ranges Based on Program Philosophy	
Less Staff Needed	**More Staff Needed**
Emphasis on library media center as a self-service center	Emphasis on a wide range of learning activities to be carried out both independently and with professional leadership
Materials selected from standard sources and recommended lists primarily by library media specialists	Specialized selection of materials tied to meeting instructional objectives in consultation with teaching staff
Little access to materials outside building	Strong emphasis on making resources outside building available to teachers and students, particularly resources available on interlibrary loan or electronic data bases
Minimal library media skills program	Integrated planning and teaching of a comprehensive range of library media skills in conjunction with the instructional curriculum
Minimal involvement of library media specialist in the instructional program	Strong involvement of library media specialist in instructional program, including curriculum planning, faculty inservice, education, and joint planning and evaluation of library media program
Little or no design and production of AV materials	Design and production of AV materials suited to specific instructional objectives
Use of library media center limited to scheduled class sessions	Use of library media center open; varies depending on needs of classroom, group, and individual users; unlimited student access throughout the day

Recommended Staffing Patterns				
Size of School		**Size of Library Media Program Staff**		
Enrollment	**Number of Teachers**	**Professional Staff**	**Support Staff**	**Total Staff**
Up to 249	Up to 15	0.5–1.0	1.0–2.0	1.5–3.0
250–499	10–30	1.0–1.5	1.0–2.5	2.0–4.0
500–749	20–45	1.0–2.0	2.0–3.0	3.0–5.0
750–999	30–60	1.5–2.5	2.0–3.5	3.5–6.0
1000–1249	40–75	2.0–3.0	2.5–4.0	4.5–7.0
1250–1499	50–90	2.5–3.5	3.0-4.5	5.5–8.0
1500–1749	60–105	3.0–4.0	3.5–5.0	6.5–9.0
1750+	70+	Additional 0.5 professional and 0.5 support staff recommended for each additional 250–500 students.		

The numbers of professional and support staff must be carefully balanced to assure maximum efficiency and effectiveness. Professional staff can be most productive when supported by adequate clerical and technical staff. One support person for each professional is recommended.

It is highly recommended that there be a full-time library media specialist in each school, so that a program which makes instructional use of the media center throughout the day may be developed.

Working conditions are the environment in which one is expected to work. Staffing requirements will be dependent upon these conditions, as well as upon program philosophy. For example, if both charts on page 7 are consulted together, they suggest that fewer staff might be required when the following conditions are present:

- school enrollment falls at the lower end of the range;
- the size of the teaching staff falls at the lower end of the range;
- time-saving services are available, such as centralized district- or regional-level processing, which free the library media specialist for program work;
- the staff serve one building;
- the library media collection consists primarily of print materials;
- many library operations, such as circulation, bibliography preparation, and statistical reporting, are automated.

Staffing needs may fall at the higher end of the range suggested in the bottom chart on page 7 when the program philosophy is reviewed in conjunction with working conditions such as the following:

- school enrollment falls at the higher end of the range;
- the number of teachers falls at the higher end of the staffing range;
- minimal or no district- or regional-level time-saving services are available to free some of the library media specialist's time for program work;
- staff serve more than one building or have a wide range of grades to serve in one building—for example, kindergarten through 12th grade;
- the library media collection reflects a wide variety of materials, including books, audiovisual materials, and microcomputer software;
- library media operations are handled manually, or staff are beginning to convert to automated operations.

Collections

The library media collection serves as a basic support for the curriculum and as an information source for students, teachers, administrators, and community members. Collection development is an ongoing process which involves coordination of available and acquisition of new resources to meet the needs of students as they learn.

The term *collections* refers primarily to materials the school owns but includes information acquired through interlibrary loan, resource sharing, and electronic data bases.

Collection Development

Every building-level library media program should provide a varied collection that includes books, audiovisual materials, periodicals, computer software, and other learning resources. The currency, variety, and scope of materials should be determined by the school curriculum and by the needs, abilities, curiosity, and imagination of library media center users.

A *foundation* collection of excellent current materials is needed in each school building, regardless of enrollment or grade levels served, in order to

- insure equal educational opportunity,
- support general reference services,
- encourage use of resource materials to satisfy general information and leisure reading needs, and
- provide basic support for instructional units.

The foundation collection must be large enough to satisfy the immediate and continuing needs of users and include sufficient resources for developing and expanding use of school library media materials in the curriculum. Additional materials will be needed as schools develop fully integrated library media programs.

Special efforts should be made to insure that the collection meets the needs of all learners in a school, including those with physical, mental, emotional, and/or learning disabilities; those with special talents; and those from different backgrounds or socioeconomic groups within society.

Other Resources

When the collection in one building cannot meet all these needs, arrangements should be made to supplement it with materials from other sources. The first sources should be district-level or cooperatively developed regional collections established to help schools with special populations and programs. For example, cooperative educational service agencies may have such collections.

Cooperative agreements with other libraries within and outside the school district also enable the building library media center to borrow additional materials to meet unique information needs and to share its own resources in return.

The statewide data base, or WISCAT, lists holdings of major and small Wisconsin libraries. It is an important resource for interlibrary loan (see Appendix I). All school library media centers should seriously consider adding their holdings to WISCAT and using this tool to identify additional resources. Such networking greatly expands a school library media center's collection and makes better information available to all state citizens.

The online availability of state and national data bases extends the information resources available to students. New technologies such as CD-ROM, videodiscs, and distant transmissions of computer data through telecommunications also vastly expand the resources students and teachers can use. All students should be taught how to do online searches and to use new information technologies, so that information in new formats will be accessible to them.

Materials Selection Policy

Selecting the library media center's information resources should begin with establishment of a materials selection policy. The policy should create a framework for curriculum analysis, study of user groups, identification of criteria for inclusion of materials, and school board adoption.

The policy must take into account all instructional materials, including textbooks. It should discuss or be based upon intellectual freedom principles and should be developed jointly by teachers, administrators, and community representatives, as well as the district's library media specialists.

Procedures for handling challenged materials, and for selecting new ones, should be included. The policy should stipulate that gift materials be considered on the same bases as new materials.

The purpose of the policy is to insure that collections are current and balanced and that they reflect the cultural diversity and pluralistic nature of United States society accurately and without bias.

School districts are required to have materials selection policies by Administrative Rule PI 9.03(e) for Section 118.13 of the *Wisconsin Statutes*. This section of the statutes prohibits pupil discrimination. (See Appendix J.)

Library media specialists should allocate time during the school day for careful and thoughtful selection of materials. The Cooperative Children's Book Center, described in Section 4, "State-Level Library Media Program," can help with the identification, and in many cases examination, of materials being considered for purchase.

Library media specialists should serve on curriculum committees and be consulted about classroom units, so that the materials collection can be built to support the school's instructional program.

Maintenance and Evaluation

The value of a collection diminishes when it includes many items that are unusable because of physical deterioration, inaccurate or outdated content, depiction of stereotypes, or inappropriateness for the age group being served. Such items waste valuable shelf space.

In addition, staff time spent on maintenance and inventory and user time spent selecting inappropriate resources are wasted. A collection with many such items discourages use and can give a false impression of adequacy.

Therefore, it is important that school collections be systematically weeded to remove such materials. Library media staff should develop criteria for weeding in conjunction with

teachers. These criteria should be part of the district materials selection policy.

All materials should be acquired in ways that do not violate copyright laws. Selection policies should assure teacher, administrator, and library media specialist compliance with these laws. (See "Selected BIMT Resources" in Appendix D.)

The building-level collection should be evaluated regularly as part of the overall collection development process. Collection needs are influenced by curriculum changes, new text adoptions, shifting student populations, and other factors.

An existing collection must be measured against the requirements of new courses, instructional units, and classroom assignments. Among techniques for assessing a collection are

- formal and informal self-study,
- measurement against standardized checklists,
- analysis of data on collection usage and user satisfaction, and
- collection mapping—collection analysis in graphic form which demonstrates how well each segment of the collection responds to curricular demands.

The materials collection in any school library media center will continually be affected by new technological developments, which change both the selection process and the format of information resources. Library media professionals will have to examine, consider purchase of, and acquire materials in a variety of new formats in order to meet the information needs of students and teachers in the future.

Collection Management

School library media materials should be classified and cataloged according to standard, recognized systems that organize the collection efficiently and assure access for all users. Catalogs should be easy to find and consult and should provide as many access points as possible to encourage student and faculty use.

Computerized online catalog systems should be examined for their potential advantages. The ability to produce computerized lists of holdings for the convenience of users and the ability to search subjects in more sophisticted ways are strong reasons for considering such systems. An automated system should be carefully evaluated before purchase to assure that it meets local needs and functions as advertised.

Acquisition of cataloging records in machine-readable format is strongly encouraged. The Council on Library and Network Development has recommended use of the MARC, or machine-readable cataloging, record for all Wisconsin libraries and library media centers. Nonstandard records will eventually cause problems for automated circulation, catalog, and resource-sharing projects.

Materials should be arranged to minimize barriers between users and the information they need. Integrated shelving of books and nonprint materials should be considered. Restricting access to certain materials may be necessary to prevent loss but should be kept to a minimum.

Centralized Processing

All school districts should carefully consider the benefits to be gained from centralized processing of all learning resources. Among these benefits are

- increased availability of professional building library media personnel for work with teachers and students,
- coordinated storage and use of print and nonprint resources,
- uniformity and continuity of classified and subject headings,
- efficient and economical use of a skilled professional cataloger working with clerical support,
- elimination of costly duplication of bibliographic tools and cataloging efforts in each school building, and
- possible production of a union catalog of district holdings.

Centralized processing may be done by a district or purchased from a larger service agency, such as a CESA, public library system, or commercial vendor. Some of all purchasing, cataloging, classification, labeling, shelf preparation, and distribution operations can be centralized.

Circulation and Inventory

Procedures used within a school building to circulate materials should be based on several goals.

- Assuring the anonymity of the user in compliance with the confidentiality of records law (see Appendix K)

- Allowing an adequate borrowing period
- Basing rules affecting overdue and lost materials on clearly stated and fair policies
- Encouraging efficiency in operation
- Depriving no students of in-school use of materials because of other outstanding library obligations

All school library media centers should be provided sufficient time and staff to inventory the collection regularly. This will help assure that the record of the collection reflects what is actually available to the user. Knowing what is lost or missing is also important to the selection and acquisition processes.

Automated circulation systems are a useful, cost-effective solution to many circulation problems and should be considered by library media centers of all sizes. Such systems can also provide an easy, efficient way to take inventory.

Schools with significant loss rates might also consider installing an electronic security system. Such systems not only help reduce losses, but also allow for more open access to an entire collection.

Budget

The library media program requires an adequate budget if it is to meet the needs of its users. An adequate budget is one that will not only sustain an existing program, but also take into account

- new technologies,
- changing and special populations,
- inflation,
- curricular changes,
- the increasing speed with which materials become obsolete,
- possible higher levels of curriculum development and media services, and
- the need for additional services.

The library media program budget must allow for flexibility in expenditures

- to make it possible to build balanced collections that include a variety of resources, regardless of format;
- to provide the types of equipment needed to use various types of materials;
- to relate purchases of new equipment to maintenance and repair of older equipment; and
- to make it possible to acquire materials and equipment throughout the year.

Schools may find that they must depart from traditional budget practices in order to handle the high start-up costs of some new technologies. For example, they may have to spread expenditures over more than one year, use rental/purchase options, phase in equipment and new systems, save funds from one budget year to add to those from a second or third, negotiate installment payment plans with vendors, and so on.

Budget Development

The library media specialist, school principal, and district library media coordinator should develop the library media budget cooperatively. Teachers and instructional leaders should be involved early in the process so that budget expenditures can insure balanced media support for all curricular areas and take into account the needs of each user group.

While previous expenditures can be used as a starting point for determining budget needs, objectives identified in the library media program's long-range plan should be the basis for each year's budget request. When the library media budget accurately reflects current rather than previous needs and justifies expenditures, it is more realistic, more defensible, and more responsive to program development needs.

Library media specialists should maintain records of unfilled requests so that they can justify budget requests with evidence of specific needs.

Library media specialists have an obligation to see that the budget needs of their library media centers are communicated clearly to teachers and administrators.

One way to develop and document a budget is to base it on an established 10- or 20-year replacement cycle for materials and equipment. The costs of keeping up with replacement needs can then be added to those of developing new program efforts when the total budget is drawn up. Making the distinction between maintenance costs and the costs of new programs will clarify the need to keep collections and equipment current if they are to contribute to student learning.

Level of Funding

Although each library media budget should be developed to meet local needs, a base level of support is necessary at all schools, regardless of size, if library media program services are to be provided to all students. Schools where library media program expenditures are consistently lower than state and national averages should carefully examine their programs to determine if students and teachers are being provided with the resources they need to assure quality learning.

Schools in Wisconsin and around the country use a variety of methods to determine the funds needed to support their library media programs. One of these is to simply allocate a standard percentage of per-pupil operating costs for the media program. Another method is to use a dollars-per-student figure, which will vary with the grade levels taught and number of students enrolled in each school.

Wisconsin guidelines recommend use of a formula to determine funding for maintenance of the building library media materials collection. The formula is designed to provide a basis for discussion of some of the factors that have to be considered if the current funding level is to be maintained. The dollar amount generated by the formula should give an indication of the allocation needed to maintain funding at the current level.

The formula is provided below.

$$MB = C \times (1 \pm V + A_w + A_d + A_l) \times (1 + I)$$

This formula is *not* intended to take into account special needs for enhancement or "beefing up" of the budget, such as those occasioned by extensive curriculum revisions, textbook changes, lower than appropriate materials expenditures, and so forth. Additional expenditure amounts should be allocated for specific nonperiodic needs.

Dollar amounts should be based on the building allocations for all forms of media, *excluding equipment*. Materials covered by this formula are library media center books, audiovisual materials including microcomputer software, periodicals, reference materials, and microfilm.

Category Definitions

MB = Materials budget for the *upcoming* year

C = Amount spent, or allocated if final expenditures are unknown, for media in the *current* year

V = Variation in student population based on "third Friday" count

$\mathbf{A_w}$ = Attrition by weeding

$\mathbf{A_d}$ = Attrition by date

$\mathbf{A_l}$ = Attrition by loss

I = Inflation rate

See Appendix L for formula criteria and an example.

Many variables determine what is needed in a particular school, among them

- the number of teachers being served;
- the degree to which instructional resources are used in the curriculum and the nature of these resources;
- the educational goals of the school district;
- the adequacy of the basic, or "foundation," collection;
- the size of the student body;
- the grade levels and number of grades taught;
- the availability of district resources.

It should be the responsibility of the school district to provide the funds necessary to support each school's library media program. Funds from federal or state projects or grants should not be used to meet primary library media budget requirements. For information about Chapter 2 funds, see Appendix M.

Each year, Wisconsin school districts receive Common School Fund monies from the state. Amounts vary each year, but all funds must be used to purchase instructional materials in approved categories (see Appendix N).

School districts are strongly encouraged to look upon this state money as a supplement to district allocations for individual building-level library media programs rather than incorporating it into the general district library media budget. Providing these additional funds will substantially help each school meet special needs, develop quality collections, and provide improved services to students and teachers.

Budget Categories

The library media program budget should include funds in the following categories:

- print and nonprint instructional resources;
- reference materials;
- periodicals and newspapers;
- microforms;
- online electronic data base information services and related telephone charges;
- equipment acquisition, replacement, and repair;
- supplies;
- production materials;
- film rental.

The library media budget does not ordinarily include funds for textbooks, salaries, delivery systems, general furniture, special laboratory equipment, security and insurance costs, routine copy equipment, or a foundation collection for a new center. Definitions of library media categories are included in Appendix O.

The library media budget must include funds for materials in new formats and new information sources as they become available. For example, funds should be available to support production of materials such as videotapes and computer programs within the building, as well as to purchase instructional programs on videotape and computer disks produced by outside suppliers. Online data base services are new to library media programs and are in need of budget support.

Budget Alternatives

As the costs of providing a wide range of media and media services rise, schools should examine a variety of cost-reducing alternatives, such as those listed below.

- Use of regional and CESA services
- Cooperative arrangements with other school districts to secure specific services
- Purchased services contracts
- Paid student help for shelving, local production of media, and other tasks
- Exchanges of materials with other schools
- Once a foundation collection is up to date and mechanisms in place for continuation, rotation of collections within a district or from a central source, such as a public library system or CESA
- Resource sharing and shared collection development—each participating center specializes in materials on certain subjects and agrees to loan or borrow from the others
- Joint projects with other types of libraries, including public, vocational school, academic, and special
- Using online electronic data bases as a cost-effective way to obtain certain kinds of information
- Using volunteers and community support, not as a substitute for adequate paid staff, but as a way to provide additional services and programs
- Using community members as resources for the library media program
- Carefully comparing the costs of professional time used to supervise volunteer adults or students with costs of trained clerical assistance

A sample form for identifying service needs and possible providers appears in Appendix P.

Facilities

Library media center physical facilities have a major effect on the efficient and effective use of resources and equipment. They must be carefully considered and planned for in light of changing instructional emphases--including technological innovations—and decreased building of new schools.

In the library media center, space must be provided and functional areas created to accommodate resources and services and to further the goals of the school library media program. Goals, instructional patterns, and enrollments vary from school to school. These factors, the administrative commitment to library media services, and the degree of security required must all be considered and will influence the design of a new or remodeled school library media center.

The library media center should be designed to be not only a materials storehouse, but also a place in which to teach and learn. Teachers must find the tools of instruction readily accessible.

Students, too, must have access to the tools of instruction as well as library media center services. A well-designed library media center enriches the learning atmosphere of the school

and stimulates students to explore to satisfy general interests as well as to pursue comprehensive study.

Accelerating technological change has affected and will continue to affect all aspects of the school library media program. Library media center design and spatial arrangements must be flexible to accommodate changes in teaching and learning and to adapt to refinements of existing technology and new technological developments.

Spaces for School Library Media Programs

Many factors must be considered when school library media facilities are designed. Among them are the differences between elementary and secondary school buildings and between small and large schools; the extent of the building-level program; the total amount of space available; and the number of centralized district library media services available, such as materials processing and film distribution.

A complete building-level library media service area should include the spaces listed below, arranged so that visual security can be maintained at all times.

- A main entry/exit that allows supervised access and exit and may also become a checkpoint for an automated security system
- A circulation area where media are checked in and out
- Reading, listening, and viewing areas with appropriate seating for individual learning and leisure reading; individual study carrels, large tables, and comfortable seating may be desirable
- Listening and viewing areas with appropriate seating for small to medium-sized groups
- A storytelling area equipped for puppet shows, dramatizations, and film and videotape viewing
- Conference rooms in which groups can use media, discuss materials, or work on projects without disturbing others
- A classroom or other instructional area, equipped for audiovisual presentations, which can be used for library instruction and faculty, committee, and club meetings and programs
- Offices where media staff consult with teachers and students and perform administrative tasks and concentrated individual work
- A secure work area where technical support functions such as materials processing and minor repair can be carried out
- A secure equipment storage and distribution area which makes it easy to get equipment to other areas of the building; locating this space at or near the main circulation area, with access to a hallway, should be considered
- An area for preventive maintenance and minor repair of AV equipment
- A periodical storage and distribution area with appropriate shelving and enough space to house five years or more of back issues and permanent collections of significant titles; arrangement and shelving should permit easy access to all portions of the collection
- A library media collection area large enough to house and display the center's collections of hardcover books, paperbacks, periodicals, vertical files, AV materials in various formats, microforms, reference materials, and special collections; location and arrangement of shelving should facilitate access, browsing, and checkout, and should take into account the needs of the physically handicapped; integrated shelving of AV and other materials, as well as separate shelving, should be considered
- A production area where staff, students, and teachers will find space, materials, and equipment for creation of instructional materials; in addition to a work area, this space may include a copy center, word processing center, photographic darkroom, soundproof audio studio, or television studio and associated support areas
- An electronic distribution area where legal, off-air television recording can be done and where equipment for closed-circuit television and other media distribution may be provided
- A professional collection area for books and other teaching materials, located either in the library media center or at some other place in the building
- Display and special-interest areas for both ongoing and occasional displays, exhibits, and learning activities

Specific guidelines for dimensions of reading, listening, viewing, and other areas appear in Appendix Q.

Design Considerations

Careful planning of new or remodeled library media center facilities is the key to getting maximum benefit from them. Library media specialists should be closely involved with the preliminary design in both cases in order to communicate and interpret specific library media center needs to architects.

Once preliminary building or remodeling program plans are approved, library media personnel should be involved in careful review of such plans and of architectural drawings. Library media center professionals should also take part in discussions about final approval of all plans and drawings.

In order to achieve its goals, the library media center must be near classrooms and easily accessible to students and teachers throughout the school day. The center should have its own outside entrance or be near one, so hours can be extended without causing security problems.

Particular care must be taken to insure total access to resources for handicapped students and staff. Whenever a new facility is designed or an old one remodeled, the interrelationship between the center and the instructional program must guide the location of various service areas.

For example, the library media center should be as close as possible to

- the study hall (if in a secondary school), so students can enter and return easily;
- the theater or auditorium, so projection and recording equipment and other graphic and audiovisual support services are easily accessible;
- the outside, to facilitate materials delivery and after-hours access;
- the computer laboratory, so computers and peripheral equipment are easily accessible without actually being located in the reading/listening/viewing area;
- the teacher workroom, so teachers are encouraged to use the center and equipment, and resources are within easy reach.

Certain design elements make the library media center attractive and inviting, a place where teachers and students are encouraged to use resources and individuals can work comfortably. Special attention should be given to the following.

Appearance/Aesthetics

- The interior design of the media center should be functional, aesthetically pleasing, and inviting to all users.
- Harmonious colors and textures should be used throughout.
- There should be adequate display space, including shelving, locked display cases, bulletin boards, and movable exhibition cases.
- Other elements that affect appearance and aesthetics, including furniture style and arrangement, should be considered at the time specifications for the facility are being determined.

Communication System

- The library media center should have a direct telephone line to facilitate resource sharing, access to various computerized data bases, information-sharing networks, and electronic mail systems.
- There should be a public-address system in all areas and cut-off switches where interruptions could be a problem.
- Provision should be made for television reception and distribution within the school building, preferably from a communications distribution system near the library media center.
- The need to accommodate changing communication technologies, such as satellite receivers, computer networks, and telephone systems, should be taken into account.

Furnishings and Equipment

- Adjustable shelves of a standard size and height should be used throughout the center.
- Chairs should be comfortable, sturdy, and attractive; varied types of chairs—including upholstered ones—and seating arrangements should help create a stimulating, hospitable atmosphere.
- Furniture should be the right size for the students who will use it.
- The weight of materials to be housed must be considered when shelving and other storage furniture are selected.
- Furnishings and equipment should be durable and easy to maintain.

Acoustical Treatment

- The library media center should be located away from heating, cooling, and ventilation equipment and noisy areas such as cafeterias, music rooms, and gymnasiums.
- Floors, ceilings, and walls should be finished with sound-absorbent materials.
- Special areas, such as those for audio- and videotaping, copying and printing, and word processing, should be designed to eliminate outside sound and to minimize interior sound reverberation.
- The acoustics of spaces designed for projection and video playback should be considered.
- If portable partitions are used, they should be acoustically treated.
- Various areas can be carpeted or not, depending on their functions. Since most noise originates at floor level and movement is normal in school library media centers, carpeting is recommended for most areas.

Electrical Controls

- Ample electrical circuits and wall outlets should be installed to meet current and projected future needs.
- Switches, dimmers, and outlets should be conveniently located.
- A locked electrical panel with the center's circuit breakers should be within or near the center entrance. Installation of a master control breaker to insure that all equipment in a given area is turned off at the end of a day should be considered.
- Location of electrical and signal distribution conduit and raceways should be carefully planned to minimize cost.
- Current and projected electrical power needs should be carefully considered.

Temperature and Humidity Controls

- There should be year-round control of both temperature and humidity to preserve media and equipment, to keep library media center users healthy and comfortable, and to facilitate library media production processes.
- Provision should be made for a fresh air exchange rate of 5 cfm (cubic feet per minute) of outside air per person and a minimum air movement rate of six air changes per hour, as required by the Wisconsin Code.
- Environmental controls should be accessible only to authorized personnel.
- Static electricity should be controlled, especially near microcomputers.
- Air handling vents should be located where they will not create drafts.

Lighting and Room Darkening

- While adequate lighting is essential, extensive use of windows should be avoided, as windows diminish energy efficiency, interfere with use of projected visuals, eliminate wall spaces where shelving and storage units might be placed, and severely limit room arrangement options.
- Work surface illumination should be designed with both the quality and quantity of light in mind.
- As required by the Wisconsin Code, 50 footcandles of illumination should be maintained at desk height in classrooms and other study areas, including the library media center itself.
- There should be enough light in stack areas to permit titles on lower shelves to be read. Ceiling-mounted light fixtures should run perpendicular, rather than parallel, to book stacks.
- There should be remote control of room lighting and audiovisual equipment in spaces where such equipment is to be used.
- Window treatments and skylights should allow for variable room darkening.
- Dimmer switches should be installed where appropriate.

Plumbing and Safety

- The library media center workroom should have hot and cold running water and a drain.
- All electrical equipment should be approved by Underwriters Laboratories (UL).
- Obvious hazards, like sharp corners and edges and nontempered glass, should be eliminated at the design stage.
- Television receivers/monitors and other audiovisual equipment should be securely fastened to mobile carts; such carts should be well balanced.

- Emergency exits should be clearly marked, per state and local codes.
- All shelving should be sturdy and securely fastened.
- Students and staff should be trained in proper equipment-moving techniques.

Security

- Special consideration should be given to the security of both materials and equipment.
- An electronic security system should be installed in library media centers where losses of materials are high.
- A locked room should be available for storing audiovisual equipment.
- Equipment vulnerable to theft, such as microcomputers, should be cable-locked or otherwise secured to counter tops, tables, or carts.
- All audiovisual equipment should be inventoried and distinctively labeled.

Remodeling Considerations

Special problems arise when facilities for library media centers are created by remodeling or when existing facilities are expanded.

- Spaces to be used for book storage must be inspected before remodeling begins to determine whether floors will withstand the weight of library media center collections. The project architect should be able to make this determination.
- Remodeling nearly always requires electrical rewiring and replacement of the heating/ventilating/air conditioning system. Every attempt should be made to use existing facilities while taking into account the design considerations noted above.
- Older school buildings are often multileveled and do not have elevators. This makes equipment delivery difficult and severely restricts handicapped access. It is important to include an elevator in remodeling plans, even though this may increase remodeling costs.

District-Level Library Media Program 2

Purpose

The purpose of any district-level library media program is to promote the effective use of media by students, administrators, and teachers, so that the educational objectives of the school district can be accomplished. Cooperatively planned and staffed programs can insure wise expenditure of funds and effective use of staff, while recognizing individual schools' needs to develop their own instructional media services.

In 1986, there were 432 Wisconsin public school districts, with student populations ranging from several hundred to over 100,000. Of these districts, 80 percent had student populations of under 2,000.

Every student, regardless of the size of the district where he or she attends school, is entitled to equal access to an effective library media program. How that program is provided may vary from district to district. Nonetheless, the following elements can be identified as essential.

Services

Library media services suited to district size, structure, and objectives should be made available to every district school and should be coordinated by the director of library media programs.

The district library media program may comprise the following.

- An inservice program planned to meet the needs of the library media professional, technical, and clerical staff, and of the faculty
- Consultations to help building-level administrators and library media staff plan for development, evaluation, and improvement of library media programs
- Consultations to help building-level personnel handle various situations that may arise in the day-to-day provision of school library media services
- Leadership in planning for and implementing use of computers in both the district instructional program and the building library media program
- Coordination of budgeting and ordering procedures, including development of equipment bid specifications
- Centralized acquisition, cataloging, and processing services based upon a logical, unified method of purchasing and preparing school media for use
- Maintenance of central equipment inventories and materials union lists
- Design and production of instructional media, including photographs, slides, graphics, transparencies, audiotapes, videotapes, computer programs, and interactive video programs
- Dry mounting and laminating services
- Printing and duplicating of instructional media

- Maintenance and repair of library media equipment
- A facility for legal off-air taping of television and radio programs
- Distribution of instructional cable, microwave, and satellite television
- Professional materials that meet the needs of teaching, support, administrative, and library media staff
- Access to sample curriculum documents and instructional materials for preview and examination
- A central collection of instructional materials for distribution to district schools
- A delivery system for distribution of equipment and materials
- Access to or loan of materials and equipment that are expensive or infrequently used
- Assistance in obtaining access to a variety of computerized data bases
- Additional services acquired through participation in multitype library organizations and other cooperative groups and consortia

Each school district is responsible for providing the budget and staff to insure that these services are available to all schools. Some regional library media services provided through cooperative educational service agencies may be appropriate; use of these should be coordinated through the district library media program.

District-Level Library Media Director

Section 121.02(h) of the *Wisconsin Statutes* states, "...a Department-certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program."

Every school district, regardless of size, must designate at least one Department of Public Instruction-certificated library media professional to lead and guide development of library media services in district schools. Where a district-level library media center exists, this professional should be responsible for developing its services as well. (See Appendix R.)

Among the responsibilities of a district director of library media services are those described below.

- Developing and coordinating an effective library media program based on the philosophy, goals, and objectives of the school district
- Providing leadership for all facets of the media program, including instructional development, media design and production, budgeting, facility development, program planning, and delegation of responsibilities to appropriate personnel
- Serving as a member of, or resource person for, the district administrator's governing committees or councils for curriculum and instruction
- Coordinating the district library media program with the total district education program and with other community information services
- Developing, coordinating, and evaluating the district-level long-range plan for library media services
- Planning and coordinating ongoing evaluation of the district library media program
- Helping with the determination of staffing needs and with recruitment and selection of building-level personnel
- Providing, in cooperation with building administrators, guidelines and assistance for a staff evaluation and development program
- Coordinating development of a public relations plan designed to inform the educational community and the public of the role of the library media program
- Leading development of district policy on compliance with copyright law
- Assisting with the development of library media projects using state or federal funds
- Providing liaison for the district with the DPI Bureau for Instructional Media and Technology

Some released time for district-level library media responsibilities should be given to one library media professional in every school district, regardless of size. Decisions on whether a district should employ a full-time library media director will be based on many variables, including the numbers of school buildings and library media specialists in the district, the growth of the library media program, and the scope of district-level responsibilities.

The following minimum staffing patterns for district-level library media coordination are recommended.

- Districts with student enrollments of below 749 should provide a minimum of one period per school day of released time for district-level activities.
- Districts with student enrollments of between 750 and 1,499 should have a one-fourth-time district library media director.
- Districts with student enrollments of between 1,500 and 2,499 should have a half-time district library media director.
- Districts with enrollments of from 2,500 to 2,999 students should have the option of employing a full-time or half-time district library media director, depending on the scope of the position.
- Districts with student enrollments of 3,000 or more should have one full-time district library media director.

Long-Range Plan

Section 121.02(h) of the statutes stipulates, "There shall be on file a written school board-approved long-range plan for media services development formulated by students, teachers, library and audiovisual personnel, and administrators."

Every school district, regardless of size, must develop such a plan that supports district goals and objectives. The long-range plan should include the following.

- A statement of district library media program philosophy
- A status report which covers program, collection, staff, facilities, and equipment at the building and district levels
- The results of a needs assessment upon which recommendations are based
- A timeline either by date or by phase within which certain objectives will be accomplished
- Provision for appropriate development, distribution, use, and evaluation of the library media collection and equipment
- An explanation of existing policies and of policies to be developed or revised, including those covering materials selection, copyright, and interlibrary loan
- Recommendations for improvement covering library media programs, staff, collections, equipment, and facilities

A district long-range plan should be constructed to show how the library media program will develop systematically over a period of time and must allow for adjustments as the need arises. The long-range plan should be reviewed and updated periodically.

Area-Level Library Media Services 3

Services

Area-level centers or service providers such as cooperative educational service agencies (CESAs), public library systems, and multitype organizations support school-related library media programs. They do this by providing additional materials and services to facilitate the instructional process for both teachers and students.

The following area resources and services should be available to school districts upon request.

Materials, Equipment, and Information

- Materials that are costly and used only infrequently, including films, videotapes, computer software, and other general library materials
- Materials obtainable through interlibrary loan that can supplement building-level and other district resources
- Professional resources, or selection tools, to support evaluation and selection of materials
- Evaluation centers for materials such as trade books, computer software, textbooks, videotapes, and films
- Cooperative purchasing of selected educational materials that can be duplicated
- Cooperative purchasing of other materials and supplies
- Delivery systems to insure timely access to materials
- Cataloging of available materials and annual updating and distribution of the materials catalog
- Centers where vendors can demonstrate and educators examine state-of-the-art technology
- Purchasing of equipment through a bidding process to secure lowest rates
- Equipment maintenance and repair
- Online data base searches

Consultation and Leadership

- Assistance with policy development
- General consultation on continuing long- and short-range assessment, planning, and implementation of library media programs
- General consultation on library media facilities planning
- Consultation with schools seeking to provide access to online information data bases
- Consultation with school staff on instructional uses of technology such as interactive video and cable television
- Consultation on the effective use of broadcast instruction
- Assistance for school staff serving students with special needs
- Consultation on and assistance with grant proposal writing
- Coordination of efforts to increase access to materials outside the district
- Involvement of schools in library networking efforts, including participation in state and/or

national data base development and the sharing of resources between districts and with other libraries
- Technical assistance for district personnel wishing access to others who can fulfill information needs
- Regular information on library media resources and services available to teachers and students
- Identification and dissemination of information about exemplary school library media programs
- Regular information on preservice and inservice education available from teacher training institutions
- Liaison between Department of Public Instruction and school district staff on implementation of state policies, guidelines, and programs
- Interpretation of state statutes, laws, and rules—for example, those related to censorship and copyright—as they affect library media
- Service on state, regional, and national committees developing common understandings, guidelines, and program improvements

Professional Development

- Coordination and/or provision of inservice opportunities for library media specialists
- Coordination and/or provision of inservice opportunities for teachers that will help them use media and technology to implement the curriculum more effectively
- Coordination and/or provision of inservice opportunities for library media support staff

Production Services

- Production of instructional materials such as transparencies, audio- and videotapes, graphics, print materials, and slide/tape presentations
- Provision of production-related services such as lamination and audio- and videotape duplication

Service Providers

The area-level organizations and agencies described below can meet some of the service needs of school students, faculty, and library media specialists.

Cooperative Educational Service Agencies

There are 12 regional cooperative educational service agencies in Wisconsin. Established in 1965 by state statute, all are charged with responsibility for developing and providing educational services to the school districts within their boundaries. District needs and requests determine the nature of these services.

Many CESAs offer cooperative instructional media programs and services. Among these are 16mm film and videotape libraries, collections of instructional materials, cooperative purchasing of audiovisual equipment and lamps, AV equipment repair, delivery service, instructional television and radio utilization services, and cassette duplication equipment. Services offered vary from one CESA to another due to the needs of member school districts and the presence or absence of alternative service providers.

A list of CESA media services being offered to schools at the time of publication of this document is included in Appendix S. Taking advantage of CESA offerings is one way for school districts to get more instructional media programs and services.

Educational needs determine the extent to which districts take advantage of CESA services. In many instances, use of cooperative CESA services is cost effective, providing districts with more service for their money.

District personnel developing district- or building-level media programs may find it worthwhile to take advantage of selected media services a CESA can provide. Each CESA administrator has information on the types of services available. For a complete listing of CESA addresses, see Appendix T.

Regional Service Units

There are six regional service units (RSUs) in Wisconsin. The primary purpose of each is to promote effective use of educational programs available through the instructional radio and television networks. RSUs provide information on program schedules, conduct inservice programs, give consultation on use of telecommunications technology, and publish newsletters.

District staff wishing information on effective use of broadcast instruction via state network radio and television should contact the RSU serving their local educational television station. Appendix U provides information on the location of each regional service unit.

Public Library Systems and Multitype Library Organizations

Wisconsin has 17 statutorily recognized and state-funded public library systems. System development began in 1973, and systems now serve all public libraries in the state. The 1971 legislative declaration for public library system law described the purpose of systems.

> Recognizing the importance of making quality library resources and services available to all of the citizens of Wisconsin, the legislature, through this act, seeks to modernize library laws for public and school libraries, to promote development and improvement of public libraries through library systems and to provide maximum opportunities for cooperation among all types of libraries in order to encourage the most effective use of the library resources in this state.

Wisconsin public library systems support interlibrary loan and reference referral, continuing education programs for librarians, delivery of library materials, service to special user groups such as the disadvantaged and handicapped, library services for persons without convenient access to libraries, and cooperation among all types of libraries.

Wisconsin public library systems, which serve state citizens primarily through public libraries, are currently required to plan and have networking agreements with other types of libraries in system areas. The intent of this requirement is to promote use of all area library resources to better meet citizens' information needs.

Both a December 1983 policy statement from the state superintendent of public instruction and the 1984 report of the State Superintendent's Task Force on Library Legislation recommended that public library systems be the structural vehicle for area-level cooperation among public, school, academic, and special libraries. The goal is development of statutorily defined and funded multitype library systems to carry out an ongoing, voluntary program of cooperation and resource sharing among all types of libraries in Wisconsin.

In most areas of the state, public library systems provide some staff support for cooperative library activities such as interlibrary loan and delivery service to all types of area libraries. System staff often work closely with an advisory group of librarians representing the interests of all types of libraries in the area.

These advisory groups may be committees, librarians' associations, or councils. In most cases, the system is the contact point for such cooperative activities. (See Appendix V.)

Colleges and Universities

The University of Wisconsin System includes 13 universities and 14 two-year centers, each with a library that can provide consulting and reference services to schools and other public institutions. In addition, most of the universities have well-equipped instructional technology centers that may offer consultation services. The 18 private colleges and universities in the state also provide consultation.

University of Wisconsin Extension operates two extensive telephone communications systems, the Educational Telephone Network (ETN) and the Statewide Extension Education Network, which offer credit and noncredit courses at over 100 locations around the state. Information about ETN programs can be obtained from the director, Instructional Communications Systems, University of Wisconsin Extension, 975 Observatory Drive, Madison, Wisconsin 53706.

VTAE Districts

The Wisconsin Board of Vocational, Technical and Adult Education (VTAE) operates 16 districts that provide instruction to all areas of the state. Each VTAE district has a library and provides audiovisual services to its own teachers and students. Arrangements for reasonable access to their collections and expertise can usually be made.

State-Level Library Media Program 4

State-Level Responsibilities

A state school library media services agency should be responsible for the functions described below.

- Development and maintenance of
  - —advisory standards for library media staffing levels, collections, facilities, and financial support needed to provide the quality and quantity of services most appropriate for school students and faculty
  - —mandatory minimum standards for library media services, staffing levels, collections, facilities, and financial support in school districts
  - —evaluation instruments to help school district personnel assess levels of services available in individual schools
  - —statewide statistical reports on library media staffing levels, services, collections, and financial support which make possible comparison by size and type of school and school district
  - —directories of schools with exemplary library media programs that can be visited and media presentations that describe and promote such programs
  - —directories of persons with relevant knowledge, experience, or accomplishments who can serve as consultants
  - —licensing or certification regulations that establish appropriate educational requirements for school library media professionals
  - —staff development programs to strengthen qualifications of school library media staff
  - —a long-range plan for statewide development of school library media services
  - —access to information resources and services that local districts find it difficult or impossible to provide, such as online data bases, the Educational Resources Information Center (ERIC) microfiche collection, and model instructional software
- Liaison with colleges and universities that prepare teachers and library media specialists and review of their programs to assure compliance with licensing regulations
- Administration of federal and state programs that provide supportive or incentive funding for school library media programs
- Consultant services to help local educators plan for and provide appropriate school library media services and facilities
- Evaluation of district- and building-level school library media programs
- Coordination to assure that all schools will have access to broadcast instruction
- Liaison with state- and area-level school library media professional associations and accrediting agencies and other education associations, organizations, and agencies that affect or are concerned with development of library media programs
- Initiation of legislative initiatives designed to improve the quality of school library media services in the state
- Leadership in the application of new technologies, including telecommunications;

improvement of teaching and learning; assessment of results; and dissemination of relevant information

- Promotion of essential research on school library media programs at state academic institutions
- Coordination of state-level school library media supervision with state-level supervision of other aspects of public education and promotion of school library media program development through relationships with subject-area consultants
- Provision of conferences, publications, media productions, and other types of continuing education experiences designed to improve the quality of school library media services in the state
- Representation of state school library media concerns at the national level
- Liaison with agencies that provide funding for education to assure that school library media programs are among eligible grant recipients
- Assistance with development of funding proposals
- Provision of financial assistance to encourage research related to school library media programs
- Leadership in the planning and implementation of interlibrary loan and other types of networking
- Leadership in planning for multitype systems

Wisconsin State Agency

State-level library media programs in Wisconsin are the responsibility of the Bureau for Instructional Media and Technology in the Division for Library Services, Wisconsin Department of Public Instruction. The bureau provides consultation, leadership, supervision, and information services.

Areas of emphasis are library media, instructional uses of microcomputers and other technology, telecommunications, and information services. A Division for Library Services organization chart appears in Appendix W.

Bureau staff also work closely with professional school library media associations in the state. Among these are the Wisconsin Educational Media Association and the Wisconsin Association of School Libraries, a division of the Wisconsin Library Association.

In addition, active membership in national associations, including the American Association of School Librarians, the Association for Educational Communications and Technology, and the National Association of State Education Media Professionals, enable bureau staff to contribute to national developments in the field.

Council on Library and Network Development

The Council on Library and Network Development (COLAND) was created by Chapter 346, Laws of 1979. Council members, who are appointed by the governor, advise and consult with the state superintendent of public instruction and staff of the Department of Public Instruction's Division for Library Services on provision of library services to Wisconsin citizens.

COLAND provides advice to the state superintendent on the general policies and activities of Wisconsin programs for library development, interlibrary cooperation and network development, improvement of school library media programs and facilities, and coordination of school programs with other library services.

In addition, COLAND makes recommendations on development of certification standards for public librarians and standards for public library systems. COLAND reviews those portions of the DPI biennial budget that affect library services. Its recommendations accompany the DPI biennial budget request submitted to the governor.

The council includes both lay members and professionals representing school, public, and academic libraries.

Council on Instructional Telecommunications

The Council on Instructional Telecommunications was created in the 1985-87 biennial budget. Council members, who are recommended by cooperative educational service agency (CESA) boards of control, advise and consult with the state superintendent of public instruction and staff of the Department of Public Instruction on the improvement of kindergarten through 12th grade instruction through telecommunications.

The council includes 15 member representatives of the 12 CESA regional areas, as well as two nonpublic school representatives and a nonvoting area utilization representative. Among educational groups represented are district administrators, CESA administrators, school board members, curriculum directors, district library media directors, principals, teachers, and library media specialists.

Cooperative Children's Book Center

The Cooperative Children's Book Center (CCBC) is a noncirculating examination, study, and research children's literature library for adults. The purposes of the CCBC are

- to provide a collection of current, retrospective, and historical children's materials;
- to provide Wisconsin librarians, teachers, students, and others with informational and educational services based on the collection; and
- to support teaching, learning, and research needs related to children's literature.

The CCBC is funded for these purposes by the University of Wisconsin-Madison School of Education, the UW-Madison School of Library and Information Studies, and the Wisconsin Department of Public Instruction's Division for Library Services.

Collection

The library collection (23,300 titles) contains newly published unselected children's trade books (15 percent); recommended children's trade books (50 percent); historical children's books (19 percent); reference and bibliographic materials related to contemporary and historical children's literature (7 percent); books about Wisconsin and by Wisconsin authors and illustrators (4 percent); and alternative press books for children (3 percent).

Any known award, distinction, or selection tool recommendations are noted on the front end papers of CCBC holdings.

Access

The Dewey Decimal classification system is used to catalog all materials except the Alternative Press and Wisconsin collections, which are arranged alphabetically by author's last name. Extensive subject analytics are used for card catalog access to reference materials. Author, title, illustrator, translator, and subject card entries are made for children's and young adult books.

Separate chronological files provide access to the Historical and Alternative Press collections by publication year. Yet another card file provides access to the Alternative Press Collection by publisher. In addition, all CCBC holdings except those in the Current Collection are in WISCAT, the statewide union catalog on microfiche.

Services

Staff of the Cooperative Children's Book Center offer a number of services to walk-in patrons and constituents around the state.

Reference assistance from part-time student employees is available to anyone on a walk-in basis. Reference assistance from a professional librarian/children's literature specialist is available to students, faculty, Wisconsin librarians, and teachers by advance arrangement. Specialized reference assistance and children's literature consultation is also available by mail and telephone to CCBC constituents anywhere in the state.

Intellectual freedom information is available to anyone serving minors in Wisconsin libraries and schools. The CCBC director may be contacted by mail or telephone when a complaint about a book is rumored or has been made.

Tours and/or lectures are arranged for university classes, library book selection groups, and school inservice groups coming to the CCBC.

Free public lectures are offered each semester and summer school session on children's literature topics.

CCBC bibliographies on selected children's literature topics are available at no cost within the state, along with selected award lists and annual CCBC records of Wisconsin-related materials.

Children's literature displays can be seen by walk-in library users.

Monthly book discussions apply literary standards and book evaluation techniques and are open to any student, faculty member, librarian, teacher, or other interested adult.

Continuing education courses are taught annually at the CCBC and semiannually via telecommunication networks for Wisconsin librarians and teachers. Annual workshops on book evaluation topics for librarians often originate at the CCBC and are subsequently offered throughout the state to public library systems by funding units and the UW Division of University Outreach.

The CCBC participates in statewide and regional professional conferences by providing book examination exhibits and/or leadership of scheduled sessions. A two-day children's literature conference is cosponsored every other year with funding units and the UW Division of University Outreach.

Public Service Hours

The CCBC is open throughout the year. Hours are published in CCBC materials or can be learned by calling (608) 263-3720.

User Information

General descriptive material is available at the CCBC. Separate flyers describe the Historical and Alternative Press Collections.

Around the state, information on the CCBC is often available at professional library and education conferences as well as in professional newsletters, particularly those of the Wisconsin Library Association. *CCBC This Season* is a quarterly list of services and upcoming programs available from the center for a stamped, self-addressed envelope.

The DPI Division for Library Services monthly newsletter, *Channel DLS*, carries a CCBC column, from which center news is reprinted by some Wisconsin public library systems and school districts. Wisconsin residents requesting free bibliographies receive other CCBC information as well. Madison-area and statewide newspapers occasionally carry CCBC information.

Nationally, CCBC holdings are named in Carolyn Field's *Special Collections in Children's Literature* (American Library Association, 1982) and in other library directories. Selected CCBC publications are sold out of state by the Friends of the CCBC, Inc.

Wisconsin Public Television and Radio Networks

The Wisconsin Public Television and Radio Networks are operated by the state Educational Communications Board. The Wisconsin Public Television Network comprises channels 20/Wausau, 28/Menomonie, 31/La Crosse, 36/Park Falls, and 38/Green Bay. Translators in Ellison Bay, Bloomington, and River Falls serve viewers in these areas. Installation of additional translators is planned for Burnett and Florence counties.

Instructional television programs for kindergartners through 12th graders and inservice programs and credit courses for teachers are broadcast each school day from 8:30 a.m. until 4 p.m. on network channels and affiliate channels 21/Madison, 36/Milwaukee, and 8/Duluth-Superior.

Schools may purchase at cost teacher, student, and computer materials that accompany television series. *Parade of Programs* schedule books and *Interconnect* newsletters provide current information about series and instructional television specials.

Audio programs for kindergarten through 12th grade are narrowcast on the side band of the Wisconsin Public Radio Network. The SCA (subsidiary communications authority) signal rides "piggyback" with 20 hours each week of radio and audio teleconferencing. The Wisconsin SCA Radio Network is a subscription service, and schools pay a nominal fee for SCA receiver rental, *SCA Radio Programs* schedule books, and accompanying teacher manuals.

The networks maintain an electronic bulletin board and mail service for access to up-to-date schedule changes, technical difficulty, and

other timely information. Tel-a-Net, at (608) 273-5514, operates 24 hours a day, seven days a week while schools are in session.

"Wavelengths," a ten-minute weekly update, alerts school staff to schedule information, in-school specials, inservice programs, relevant out-of-school programming, highlights from new or noteworthy series, and other information that may be of interest. "Wavelengths" is broadcast over the public television network each Monday at 3:20 p.m. and may be video- or audiotaped for convenient use by school staff.

Appendixes 5

A. *Access to Resources and Services in the School Library Media Program*
B. *Considerations for Low-Enrollment School Districts*
C. *Library Media Specialists and Curriculum Planning*
D. *DPI Curriculum Guides and Other Resources*
E. *The Complete Instructional Design Plan*
F. *Library Media Taxonomies*
G. *Sample Position Descriptions and Evaluations*
H. *Instructional Media and Technology Licenses*
I. *WISCAT and MITINET*
J. *Pupil Nondiscrimination Statute*
K. *Wisconsin Statutes that Affect School Library Media Programs*
L. *School Library Media Materials Budget Formula*
M. *Education Block Grant Law*
N. *Wisconsin Common School Fund*
O. *Account Numbers for Media Program Expenditures*
P. *Service Needs and Providers Identification Form*
Q. *Design of School Library Media Centers*
R. *Standard 121.02(h)*
S. *CESA Media Services Available in 1986-87*
T. *Cooperative Educational Service Agencies*
U. *Regional Service Units*
V. *Wisconsin Public Library Systems and Multitype Organizations*
W. *Division for Library Services Organization Chart*

Appendix A

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights

Note: *The Council of the American Library Association passed the following statement at the summer 1986 ALA conference. The interpretation was originally adopted by the Board of Directors, American Association of School Librarians, on June 26, 1986, and was approved by the ALA Intellectual Freedom Committee on June 28.*

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade-level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Considerations for Low-Enrollment School Districts

Introduction

Personnel in school districts that serve less than 500 may have to think and plan very carefully to insure that all students and teachers are provided with effective library media services. A review of the main body of *School Library Media Programs: A Resource and Planning Guide* is essential, as is following recommendations like those for preparing and implementing a long-range plan.

Staff in low-enrollment districts should examine the library media services needs of *all* kindergarten through 12th-grade (K-12) students. Elementary-age children are the ones most likely to receive inadequate library media instruction and services.

It is rare for low-enrollment districts to employ more than one library media specialist. This media specialist must therefore establish linkages with colleagues and organizations outside the district in order to stay current, motivated, and innovative.

Participating in area and state library media associations, multitype library councils, other professional work, and continuing education activities will be beneficial to the library media specialist and the school district. Requesting assistance—such as onsite evaluations, suggestions of schools to visit, and publications—from Department of Public Instruction library media consultants can also elicit ongoing help.

There are several advantages to being involved in an active K-12 library media program in one building or in buildings in close proximity. Among them are those listed below.

- The library media specialist knows library media collections well.
- The library media specialist knows students and their reading interests and abilities well; he or she can develop close relationships with students over the years.
- A range of materials is readily available to meet the needs of students with different abilities and interests.
- Program implementation can provide opportunities for students of different ages to work together. For example, high school students can help elementary school students, either as student assistants or regular library media center users.
- The library media specialist has the opportunity to develop close working relationships with all teachers in the school district.

Collection

Like other school library media centers, the media center in a low-enrollment school district must have a foundation collection of current materials. This should include reference materials, fiction and nonfiction works, and audiovisual media.

Access to resources outside the district must also be provided for students and teachers. Interlibrary loan can make available materials in area libraries and elsewhere. Online data bases are also important sources of information.

Area consortia, like cooperative educational service agencies (CESAs), should be considered for some resources. Such consortia can provide access to special collections of expensive and/or infrequently used audiovisual materials, help with equipment purchases, set up special delivery systems for materials, and the like.

Entering media center cataloging records into the Wisconsin statewide data base can also give media staff in low-enrollment districts access to information on the holdings of other libraries in their area. The data base has information on almost three million print and audiovisual titles owned by Wisconsin libraries. WISCAT, the statewide union catalog, is available on microfiche.

Library media staff in all schools should promote maximum access to materials in school buildings by establishing centralized library media center collections rather than classroom collections. Students need to learn how materials are organized, how they can be located, and how information they contain can be used.

This type of learning is best promoted with an organized and current library media collection, up-to-date card catalog, and library media program directed by a professional, certified school library media specialist. Centralized collections are more accessible, can be monitored

to eliminate purchase of duplicate materials, and can be used to equip students with the skills needed to acquire and apply information.

All schools should have adequate budgets for purchase of materials. The Wisconsin Common School Fund annually provides state monies to school districts for the purchase of library media materials. These funds should be used along with a local allocation of funds provided through the school district.

Programming and Services

While library media programs in low-enrollment school districts can have some of the advantages described, staff of such programs must also avoid certain pitfalls in order to provide the most effective library services.

Every effort should be made to insure that the library media center is not used for study hall purposes or its staff as study hall supervisors. Few things undermine the effectiveness of library media services to the extent that study halls can. Study halls in the library media center generally create an atmosphere that is not conducive to effective use of libraries.

Scheduling classes for regular—usually weekly—library media skills instruction, when this is not related to the full classroom instructional program and does not involve the classroom teacher, should also be avoided. This happens most often in elementary schools. While library media skills instruction is important and should be provided, it is far less effective when not an integral part of the school's total instructional program.

The best way to insure the natural integration of library media skills into the instructional program is for the library media specialist to participate in curriculum planning and implementation.

Staffing

The staffing patterns suggested in the body of this document should be used to determine appropriate professional and support staffing for low-enrollment school districts. The type of library media program offered is greatly dependent on the staff available.

The value of the school library media program also depends upon how the program staff use their time. When professional staff are part-time, for example, every effort should be made to relieve them of routine tasks. This will leave professionals with maximum time to work with teachers students.

Part-time library media specialists should not spend time cataloging materials. Catalog cards should be purchased elsewhere to insure a stronger emphasis on programming than on organization.

Conclusion

All students, regardless of their age, their geographical location, or the size of the district where they attend school, are entitled to good library media services. The goal of providing all Wisconsin K-12 students with full access to an effective and efficient program of library media services can be realized.

Library Media Specialists and Curriculum Planning

This material is adapted from *A Guide to Curriculum Planning* published by the Wisconsin Department of Public Instruction in 1985.

The curriculum development process and the daily instructional process can be enhanced by library media programs and the professionals who lead them. The library media specialist, in partnership with classroom teachers and other instructional leaders, represents a school resource with special expertise in

- integration of library media skills into the curriculum; and
- selection and acquisition of materials in school building collections for the use of administrators, teachers, and students.

Curriculum Development Process

Curriculum Council. The person who coordinates a district's library media services might well be included on the district curriculum council. The library media director is the person in the district who knows the most about library media programs and materials; library media long-range planning; media-related district policies, including those on materials selection and copyright observance; and recent developments in instructional technology.

It is estimated that instructional materials structure between 90 and 95 percent of classroom teaching/learning experiences. This, and the fact that all basic learning theories recognize the different ways and rates at which children learn, indicate that the district library media director's focus on material and equipment resources and their usefulness in the curriculum can complement the perspectives of other educators on the district Curriculum Council.

Subject-Area Curriculum Development Committee. Whenever possible, library media specialists should be included on subject-area curriculum development committees. They can bring unique insights to such committees.

- A special knowledge of material resources. Library media specialists can secure existing curriculum guides for review by the committee using data base searching and other methods. They are aware of a wealth of professional resources that review instructional print and audiovisual materials. They have a broad knowledge of and special training in selecting those materials which accurately depict the cultural diversity and pluralistic nature of United States society. They also have expertise in the technical evaluation of materials and experience with securing materials from outside the district through interlibrary loan.
- A unique perspective. Library media specialists work in an environment unlike the classroom. They work with all students and teachers in a given building. They have a sense of what students in various grades are interested in and how students respond to various materials. Library media specialists are also trained to understand technology and apply it in useful ways to instruction.

Daily Instructional Process

In partnership with every classroom teacher, the library media specialist works toward the natural integration of library media materials, services, and skills into daily teaching and learning activities. Without doubt, library media skills are best learned when students see the relevance of such skills to their own information needs, when teachers prepare them for skills instruction, and when learning is followed by assignments that require students to apply principles they have learned. Teamwork in planning and teaching is the key to a successful library media skills instruction program.

Good planning and communication between the library media specialist and the classroom teacher should result in

- identification of the best materials in the school's collection, in other schools and libraries in the district, and outside the district;
- purchase of additional library media materials which best meet instructional objectives;
- design and production of instructional materials for specific learning applications; and
- removal of inaccurate, out-of-date, or inappropriate materials.

For technical assistance and more information about the library media specialist's role in curriculum planning, contact one of the Department of Public Instruction resource people listed below.

Richard J. Sorensen, Supervisor
Instructional Media Programs
(608)266-1924

M. Elaine Anderson, Supervisor
Microcomputers and Instructional Technology
(608)266-3856

DPI Curriculum Guides and Other Resources

Subject-Area Curriculum Guides

In 1985 and 1986, the Department of Public Instruction published a general guide to curriculum planning and 11 subject-area curriculum planning guides. They are listed below. Inquiries about the guides may be directed to Publication Sales, DPI, P. O. Box 7841, Madison, WI 53707.

Wisconsin Department of Public Instruction. *A Guide to Curriculum Planning*. Bulletin no. 6095. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in Art Education*. Bulletin no. 6101. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in English/Language Arts*. Bulletin no. 6360. Madison, WI: DPI, 1986.

_____. *A Guide to Curriculum Planning in Environmental Education*. Bulletin no. 6094. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in Foreign Language*. Bulletin no. 6182. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in Health Education*. Bulletin no. 6102. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in Mathematics*. Bulletin no. 6284. Madison, WI: DPI, 1986.

_____. *A Guide to Curriculum Planning in Music Education*. Bulletin no. 6268. Madison, WI: DPI, 1986.

_____. *A Guide to Curriculum Planning in Physical Education*. Bulletin no. 6230. Madison, WI: DPI, 1985.

_____. *A Guide to Curriculum Planning in Reading*. Bulletin no. 6305. Madison, WI: DPI, 1986.

_____. *A Guide to Curriculum Planning in Science*. Bulletin no. 6270. Madison, WI: DPI, 1986.

_____. *A Guide to Curriculum Planning in Social Studies*. Bulletin no. 6251. Madison, WI: DPI, 1986.

Selected BIMT Resources

The publications listed below were produced by the Bureau for Instructional Media and Technology, Wisconsin Department of Public Instruction. Request the free copyright publication from BIMT/DPI, P. O. Box 7841, Madison, WI 53707. Order the computer education guide from DPI Publication Sales at the same address.

Anderson, M. Elaine. *Coping with Copyright*. Bulletin no. 6508. Madison, WI: Department of Public Instruction, 1986.

_____. *A Guide to Curriculum Planning in Computer Education*. Madison, WI: DPI, 1987.

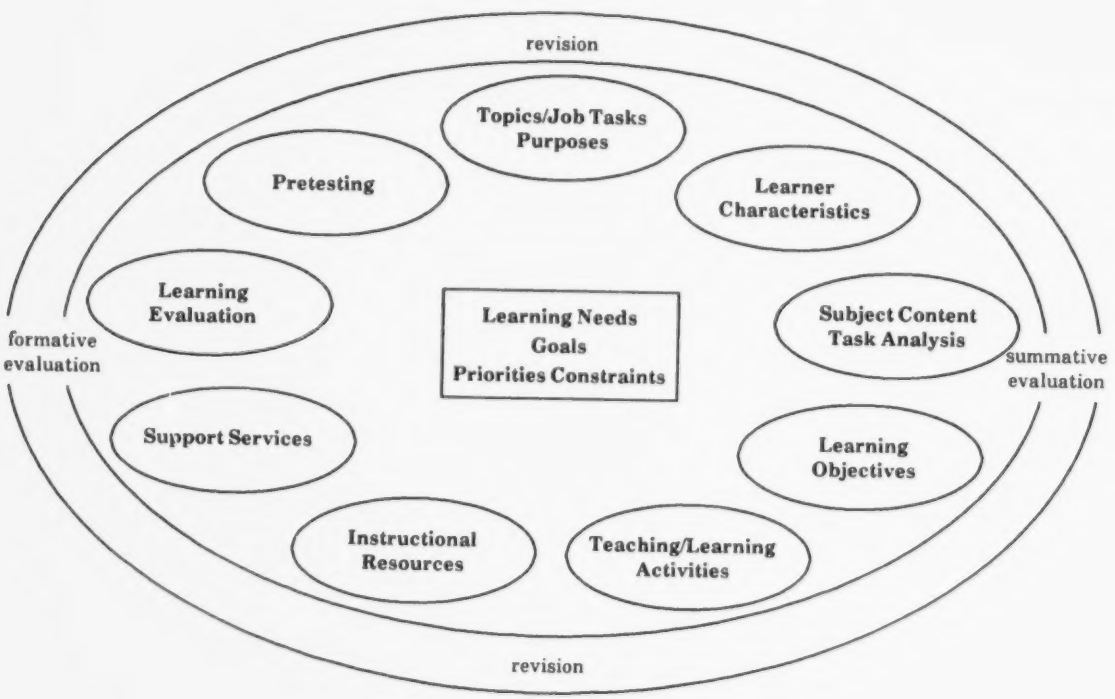
Appendix E

The Complete Instructional Design Plan

These ten elements should receive attention in a comprehensive instructional design plan.

1. Assess *learning needs* for designing an instructional program: state *goals, constraints,* and *priorities* must be recognized.
2. Select *topics* or *job tasks* to be treated and indicate *general purposes* to be served.
3. Examine *characteristics* of *learners* or *trainees* which should receive attention during planning.
4. Identify *subject content* and analyze *task* components relating to stated goals and purposes.
5. State *learning objectives* to be accomplished in terms of subject content and task components.
6. Design *teaching/learning activities* to accomplish the stated objectives.
7. Select *resources* to support instructional activities.
8. Specify *support services* required for developing and implementing activities and acquiring or producing materials.
9. Prepare to *evaluate learning* and outcomes of the program.
10. Determine preparation of learners or trainees to study the topic by *pretesting* them.

The ten elements of this instructional design plan are illustrated by the diagram below.



Source: Kemp, Jerrold E. *The Instructional Design Process.* New York: Harper and Row, 1985. Reprinted with permission.

Library Media Taxonomies

In "The Second Revolution: A Taxonomy for the 1980s," which appeared in the February 1982 *Wilson Library Bulletin*, Dr. David V. Loertscher, associate professor with the School of Library Science, University of Oklahoma-Norman, suggests another way of looking at the curriculum development and instructional design processes.

His milestone work includes an 11-level taxonomy of involvement between media specialists and teachers. Loertscher suggests that curriculum development should be approached as a partnership, and that

> ...each level of the taxonomy is a legitimate concern for a given type of situation and that a library media specialist may be operating at various levels of the taxonomy during a typical day and need not apologize for doing so. Each level has its merits. Each level can be abused by the library media specialist or the teacher. And every level can be practiced by every library media specialist in every single school at least once a year.

A summary of Loertscher's taxonomy is presented below. This appendix also includes further delineations of his material, including taxonomies of teacher use and student use of the library media center (LMC) and a principal's taxonomy of the library media center. All Loertscher taxonomies are reprinted with permission.

Library MediaCenter Taxonomy of Involvement in Instruction

No Involvement. The library media center is bypassed entirely.

Self-Help Warehouse. Facilities and materials are available for the self-starter.

Individual Reference Assistance. Students or teachers are given information they request on materials to meet specific needs.

Spontaneous Interaction and Gathering. Spur-of-the-moment activities and gathering of materials occur with no advance notice.

Cursory Planning. Brief informal planning with teachers and students for media center involvement usually takes place in the hall, the teachers' lounge, the lunch room, and so forth. ("Here's an idea for an activity and new materials to use." "Have you seen...?" "Can I get you a film?")

Planned Gathering. Gathering of materials is done in advance of a class project at the request of the teacher.

Outreach. A concerted effort is made to promote the multimedia individualized instruction philosophy and the LMC program.

Scheduled Planning in the Support Role. Formal planning to supply materials or activities to support a previously planned unit or project is done with a teacher or a group of students.

Instructional Design, Level 1. The library media specialist participates in every step of the development, execution, and evaluation of an instructional unit but is still somewhat detached.

Instructional Design, Level 2. The library media specialist participates in grading students and feels equally responsible with the teacher for student achievement.

Curriculum Development. Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Taxonomy of Teacher Uses of the LMC

Self-Contained Teaching. Teacher uses texts and workbooks or instructional packages with no real need for LMC facilities or materials.

Teaching with a Private Collection. Teacher collects materials of all types to form a room collection. Little need to interact with the school LMC.

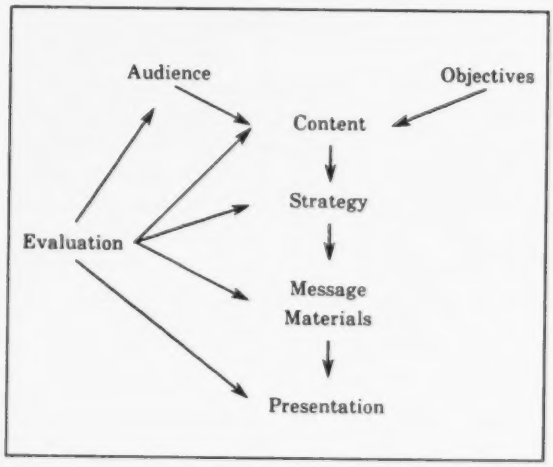
Teaching with a Borrowed Collection. Teacher borrows materials from the LMC, the public library, or other sources to form a room collection on a temporary basis.

Encouraging the Use of the LMC or Other Libraries' Resources. Teacher encourages but does not require students to interact with LMC materials. Teacher allows time for the students to go to the LMC or other libraries to explore the resources. Books, audiovisual media, and mass media are recommended by the teacher. Students search for and enjoy library materials, and the teacher may find things to use. The LMC staff has only cursory involvement in this activity.

Teacher Requires the Use of LMC Resources for Enrichment — Little Impact on Grade. Teacher makes the assignment: read specific articles; look at materials the LMS has gathered; find materials for a classroom collection; use several sources for a report; produce AV materials for reports. Teacher might get ideas on new uses of media for enrichment. LMC staff may conduct enrichment activities in the LMC or in the classroom.

Teacher Requires Use of LMC Resources as Part of the Unit Content — Use Constitutes an Important part of Student Grade. Teacher and LMC staff work together to insure that enough materials to suit the ability and interest levels of the students are acquired. Teacher and LMC staff may make joint presentations or conduct joint activities which advance the unit objectives.

Teacher/LMC Partnership in Instructional Design — Level I. Teacher and LMC staff seriously plan a unit which incorporates:



Teacher/LMC Partnership in Instructional Design — Level II. Teacher and LMC staff accomplish #7 with the LMC staff participating in grading and a shared responsibility for the learning that results from the unit.

Taxonomy of Student Use of the LMC

No Involvement. The student is prevented or has no desire to interact with the LMC materials/program.

Spontaneous Involvement. The student unexpectedly finds materials or activities of interest in the LMC.

Information/Materials/Production Assistance. The student requests and obtains specific information, materials, equipment, and production assistance for personal, recreational and curricular use.

Directed Motivation/Program. Students read, view, listen, produce, or perform in response to a motivational campaign of the LMC staff (not necessarily curricular related).

Utilization Skills. The student learns tool skills needed to achieve curricular, personal, or recreational needs when using the resources of the LMC, other library, and community resources.

Structured Interaction. The student participates in a planned activity designed to carry out a curricular or recreational objective.

Self-Motivated Use. The student is self-motivated to retrieve, use, and create materials/information in all forms of media, both under the direction of and independent of the LMC staff and over or above assigned tasks.

Lifelong Use. Association with the SLMC program carries over after schooling into intelligent use of media for personal, educational, and recreational needs.

The Principal's Taxonomy of the Library Media Center

The Basic Library. The collection, staff, and facilities meet minimum requirements for the state or accreditation.

The Library Media Center as an Independent Entity. The LMC is an organization with force, vitality, and visibility within the school. The principal insures that the following are available.

- Materials/equipment/space. The best of a wide variety of media are available with supporting equipment and space. Exceeds standards.
- Staff. A sufficient number of professional, technical, and clerical personnel is available to operate the LMC and its day-to-day services.
- Resources. Funds are made available to build, maintain, and replace materials, equipment, and facilities.
- Access. The LMC is available for individual, small group, and large group use by appointment and walk-in service.

The Integration of the LMC Program into the Teaching Program of the School. In order to have an impact on teaching, there must be

- a climate for use. The principal creates expectations that every teacher and student will use the LMC to good advantage.
- a melding of LMC materials and teaching materials. Materials and equipment for the LMC are chosen to support the curricular units being taught in the school.
- joint planning of activities for instructional units. The principal expects joint planning of instructional units by teachers and LMC staff. Planning may range from simple gathering of materials to an elaborate instructional design of units of instruction.
- staff. The size of staff for the LMC is directly proportional to the amount of involvement in instructional units.
- monitoring. The principal evaluates teacher use of the LMC and the LMC program.

The Involvement of the LMC Staff in Curriculum Planning. The principal encourages the following activities to take place:

- Curriculum change. The LMC is a part of a long-range view of curriculum change.
- Planning. Plans for curriculum change insure that materials, equipment, space, and personnel in the LMC will be sufficient to support curricular change as it occurs.
- Inclusion of LMC staff. The LMC staff is included in curriculum committees and textbook committees when decisions affecting LMC collections and service are considered.

Appendix G1

WASL/WEMA Job Description for District Library Media Director

Primary Responsibility

To provide leadership in library media services and technology for the improvement of teaching and learning.

Qualifications

Required. Certification as an instructional library media specialist (Wisconsin Administrative Code: PI 3.07(7)b)

Recommended. Certification as an instructional library media supervisor (Wisconsin Administrative Code: PI 3.07(14)(g))

Relationships

Reports to the superintendent, assistant superintendent, or director of instruction.

Supervises school library media staff, including audiovisual and instructional technology staff.

Works with district-level administrators, principals, other supervisors and directors, department chairpersons, and other instructional staff.

Responsibilities

Organization

- Assess needs and develop a long-range plan for district- and building-level library media programs.
- Develop district library media policies and procedures designed to accomplish program goals and objectives.
- Recommend appropriate staff, facilities, materials, and equipment.
- Implement appropriate centralized services, such as cataloging and processing, equipment repair, production of materials, and telecommunications.
- Provide technical, consultative, and managerial support to building-level library media specialists.
- Coordinate the operation of the district and building-level library media programs.
- Plan construction of new and renovation of existing library media facilities.
- Evaluate the library media program and make recommendations for improvement.

Instructional Development

- Serve as a member of the district's curriculum development team in the planning and implementation of the K-12 instructional program.
- Establish an ongoing program of inservice education for teachers on the use of instructional materials and technology.
- Serve as a resource consultant to departments, curriculum committees, and other professional staff in the selection and purchase of media and equipment.
- Provide local production capabilities to implement specific curriculum requirements.
- Coordinate use of community and other non-school resources for instructional purposes.
- Develop and coordinate a program of library media skills instruction for all students.
- Work with professional staff to promote effective use of library media programs.
- Provide direction in the evaluation, selection, and use of new technology.

Library Media Staff Development

- Provide an orientation program for new library media personnel.
- Evaluate current developments and innovations in instructional media and technology.
- Inform library media staff of new developments, research, standards, legislation, and inservice opportunities in instructional media and technology.
- Provide a continuous program of inservice education for all library media staff.
- Promote and facilitate communication among the library media staff.

Personnel Management

- Assist with the recruitment, hiring, and deployment of library media staff.
- Provide direction for school library media staff in implementing objectives of the library media program.
- Supervise and evaluate library media staff.

Information Retrieval

- Coordinate cooperative library media services with community, area, state, and national agencies and networks.
- Provide for reference service and assistance in locating professional information for all school staff.

Fiscal Management

- Determine resources needed to achieve library media program goals and objectives.
- Develop and justify the library media program budget.
- Assist building staff in developing building-level library media program budgets.
- Oversee the expenditure of all library media and technology program funds.
- Coordinate federal, state, and private projects and grants providing funds for school library media and technology programs.

Communication

- Interpret and promote the library media program to teachers, administrators, the board of education, and the community.
- Provide official reports and statistics pertaining to library media and instructional technology services, as needed by the district, Department of Public Instruction, and other agencies.
- Represent the district before governmental, private, and professional agencies and associations on matters relating to media and technology.
- Maintain liaison with other schools, other types of libraries, and community agencies.

Source: Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians) and Wisconsin Educational Media Association. Reprinted with permission.

Appendix G2

WASL Evaluation Checklist for District Library Media Director

Instructions

This checklist is designed to be used with the local evaluation procedure. It is correlated to the district library media director job description developed by the Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians) and the Wisconsin Educational Media Association and is reprinted here with permission.

O – Outstanding
C – Commendable
S – Satisfactory
NI – Needs Improvement
NO – Not Observed

Primary Responsibility

To provide leadership in library media services and technology for the improvement of teaching and learning.

Specific Responsibilities

	O	C	S	NI	NO
Organization					
Assesses needs and develops a long-range plan.	☐	☐	☐	☐	☐
Develops policies and procedures.	☐	☐	☐	☐	☐
Recommends appropriate staff, facilities, materials, and equipment.	☐	☐	☐	☐	☐
Implements appropriate centralized services.	☐	☐	☐	☐	☐
Provides technical, consultative, and managerial support.	☐	☐	☐	☐	☐
Coordinates the district and building library media programs.	☐	☐	☐	☐	☐
Plans construction and renovation of facilities.	☐	☐	☐	☐	☐
Evaluates programs and makes recommendations for improvement.	☐	☐	☐	☐	☐
Instructional Development					
Serves as a member of the district's curriculum development team.	☐	☐	☐	☐	☐
Has established an inservice program for all district teaching staff.	☐	☐	☐	☐	☐
Serves as a consultant in selection and purchase of media and equipment.	☐	☐	☐	☐	☐
Provides local production capabilities.	☐	☐	☐	☐	☐
Coordinates use of nonschool resources for instructional purposes.	☐	☐	☐	☐	☐
Develops and coordinates library media skills instruction.	☐	☐	☐	☐	☐
Promotes effective use of library media programs.	☐	☐	☐	☐	☐
Directs evaluation, selection, and use of new technology.	☐	☐	☐	☐	☐

	O	C	S	NI	NO
Library Media Staff Development					
Orients new personnel.	☐	☐	☐	☐	☐
Evaluates new developments and innovations in instructional media and technology.	☐	☐	☐	☐	☐
Informs staff of new developments and opportunities in instructional media and technology.	☐	☐	☐	☐	☐
Provides inservice education for library media staff.	☐	☐	☐	☐	☐
Promotes and facilitates communication among the library media staff.	☐	☐	☐	☐	☐
Personnel Management					
Assists with recruitment, hiring, and deployment of library media staff.	☐	☐	☐	☐	☐
Provides direction in implementing objectives.	☐	☐	☐	☐	☐
Supervises and evaluates library media staff.	☐	☐	☐	☐	☐
Information Retrieval					
Coordinates cooperative library media services with other information agencies.	☐	☐	☐	☐	☐
Provides for assistance in locating professional information.	☐	☐	☐	☐	☐
Fiscal Management					
Determines resources needed to achieve program goals and objectives.	☐	☐	☐	☐	☐
Develops and justifies the library media and technology budget.	☐	☐	☐	☐	☐
Assists in developing building-level program budgets.	☐	☐	☐	☐	☐
Oversees the expenditure of all library media program funds.	☐	☐	☐	☐	☐
Coordinates federal, state, and private projects and grants.	☐	☐	☐	☐	☐
Communication					
Interprets and promotes the library media program to the school and community.	☐	☐	☐	☐	☐
Provides official reports and statistics for the library media program.	☐	☐	☐	☐	☐
Represents the district on matters relating to media and technology.	☐	☐	☐	☐	☐
Maintains liaison with other schools, other types of libraries, and the community.	☐	☐	☐	☐	☐

Other Projects

Recommendations

Signature of evaluator	Date Mo./Day/Yr.
Signature of library media director	Date Mo./Day/Yr.

WASL Job Description for School Library Media Specialist

Description

Position. Head of school library media center.

Reports to building principal.

Supervises clerical staff, technical staff, student assistants, and adult volunteers.

Mission. All responsibilities listed here are essential to an adequate library media program. Administrators and the library media specialists should determine the degree to which these components can be implemented in the local situation.

Responsibilities

The school library media specialist's responsibilities can be categorized as administrative, educational, technical, and professional.

Administrative

- Planning the school library media program
  - —planning hours of operation
  - —establishing circulation procedures
  - —scheduling classes
  - —establishing rules, disciplinary policies, and attendance procedures
  - —planning use of resources by students and teachers
  - —planning a program for teaching library media skills
  - —preparing orientation and inservice activities
  - —planning for integration with total educational program
  - —evaluating the program with representatives of faculty and student body
- Preparing and administering the budget
  - —authorizing orders and payments
  - —maintaining records of expenditures
- Supervising public relations activities
  - —developing bulletin boards and displays
  - —announcements, brochures, and newspaper publicity
  - —special activities
- Planning, designing, and arranging school library media centers
- Cooperating with school and local libraries and library systems
- Participating in recruiting, hiring, training, and supervising clerical help, student assistants, and volunteers

Educational

- Providing services, resources, and guidance to students and teachers
  - —evaluating and selecting new materials
  - —evaluating the collection for obsolete materials
  - —answering reference questions
  - —supplying students and teachers with needed materials and equipment
  - —supervising students
  - —preparing bibliographies
  - —preparing individual or group instruction in library skills and media production
  - —providing guidance in the use of materials and special equipment such as microcomputers
  - —working with individual teachers in planning learning activities
  - —developing programs to motivate reading, listening, viewing, and communications skills
- Creating an atmosphere conducive to learning
  - —teaching effective use of library resources
  - —teaching students responsibility in the care of materials, equipment, and environment
  - —arranging the library media center to support a variety of learning activities
- Promoting professional reading for staff
  - —reading and scanning professional journals
  - —routing materials of interest to staff members
  - —selecting and organizing materials for the professional collection
  - —keeping current with educational trends
  - —circulating materials for professional growth of teachers
- Acquiring knowledge of the educational program and of student needs

- —becoming familiar with courses of study
- —conversing with students to determine interests
- —surveying faculty and students to determine needed resources
- —examining student reading scores
- —collaborating with teachers in special projects

- Participating in departmental, faculty, curriculum, and special meetings
  - —attending faculty and department meetings
  - —serving on committees whose activities directly affect the instructional media program

Technical

- Acquiring and organizing materials
  - —ordering, cataloging, and classifying media
  - —supervising physical preparation of materials
  - —supervising check-in, stamping, labeling, filing, and so on
- Supervising withdrawal of obsolete and damaged items
  - —removing catalog cards
  - —adjusting inventory records
  - —preparing materials for discard
  - —reclassifying to other areas of the library
- Planning circulation policies and procedures; this includes directing assistants in charging and discharging materials, writing notices, counting, filing, and keeping circulation records
- Maintaining records of materials ordered
  - —keeping circulation statistics
  - —inventorying materials regularly
  - —compiling records of library holdings for annual report

Professional

- Participating in professional organizations and activities relating to both education and librarianship
- Continuing to acquire knowledge through inservice education and academic courses

Source: Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians). Reprinted with permission.

Evaluation Checklist for School Library Media Specialist

Instructions

This checklist is designed to be used with the local evaluation procedure. It is correlated with the school library media specialist job description developed by the Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians) and is reprinted here with permission.

O – Outstanding
C – Commendable
S – Satisfactory
NI – Needs Improvement
NO – Not Observed
NA – Not Applicable

Responsibilities

	O	C	S	NI	NO	NA
Administrative						
Develops policies to implement the school library media program.	☐	☐	☐	☐	☐	☐
Prepares the budget.	☐	☐	☐	☐	☐	☐
Administers the budget.	☐	☐	☐	☐	☐	☐
Plans and evaluates the school library media program.	☐	☐	☐	☐	☐	☐
Organizes public relations activities.	☐	☐	☐	☐	☐	☐
Develops functional library media center arrangements.	☐	☐	☐	☐	☐	☐
Cooperates with other school library media centers.	☐	☐	☐	☐	☐	☐
Cooperates with local libraries and library system.	☐	☐	☐	☐	☐	☐
Participates in recruiting, training, and supervising support staff.	☐	☐	☐	☐	☐	☐
Educational						
Provides students and faculty with media services and resources.	☐	☐	☐	☐	☐	☐
Creates an atmosphere conducive to learning.	☐	☐	☐	☐	☐	☐
Builds a collection of materials appropriate to the educational program and student needs.	☐	☐	☐	☐	☐	☐
Provides materials for the professional growth of faculty.	☐	☐	☐	☐	☐	☐
Assumes an active, responsible role in departmental, faculty, curriculum, and special activities.	☐	☐	☐	☐	☐	☐
Provides instruction in the use of library media services and resources.	☐	☐	☐	☐	☐	☐
Works closely with faculty to promote effective use of services and resources.	☐	☐	☐	☐	☐	☐

	O	C	S	NI	NO	NA
Technical						
Establishes efficient acquisition procedures.	☐	☐	☐	☐	☐	☐
Establishes efficient processing procedures.	☐	☐	☐	☐	☐	☐
Provides an up-to-date collection of materials.	☐	☐	☐	☐	☐	☐
Keeps the collection in good condition.	☐	☐	☐	☐	☐	☐
Compiles and maintains essential records and statistics of library media center operations.	☐	☐	☐	☐	☐	☐
Assures easy access to the collection.	☐	☐	☐	☐	☐	☐
Professional						
Assumes an active role in professional organizations and activities.	☐	☐	☐	☐	☐	☐
Continues to acquire knowledge through inservice and academic courses.	☐	☐	☐	☐	☐	☐
Maintains an effective relationship with students, staff, and the community.	☐	☐	☐	☐	☐	☐

Other Projects

Signature of evaluator	Date Mo./Day/Yr.
Signature of library media specialist	Date Mo./Day/Yr.

WASL Job Description for School Library Media Support Staff

Description

Position. Library media support staff

Reports to library media specialist

Mission. All responsibilities listed here are essential to an adequate library media program. Library media specialists should have primary responsibility for determining the degree to which these components can be implemented in the local situation.

Responsibilities

The school library media support staff's responsibilities can be categorized as clerical and technical.

Clerical

- Assuming general secretarial responsibilities
  - —typing
  - —filing
  - —duplicating materials
  - —assisting with financial records
  - —operating computers
- Compiling statistics
  - —recording circulation and other service information
  - —assisting with annual reports
- Ordering and processing print and nonprint materials
  - —maintaining consideration and order files
  - —following processing procedures established by library media specialist
- Maintaining inventory of and ordering supplies
  - —checking supplies
  - —preparing order list
- Circulating print and nonprint materials
  - —assisting with circulation processes
  - —shelving materials
  - —assisting with the interlibrary loan process
  - —compiling overdue records
- Performing other library media center duties as assigned

Technical

- Assisting students and staff with location and use of materials and equipment
  - —answering directional questions
  - —demonstrating proper use of equipment and software
  - —operating audiovisual and production equipment
- Maintaining library media catalogs
  - —adding entries
  - —withdrawing entries
- Performing preventive maintenance and minor repairs on equipment
  - —changing lamps and other easily replaced parts
  - —cleaning and lubricating equipment parts
- Preparing displays
  - —gathering necessary materials
  - —displaying materials appropriately
- Scheduling use of and delivering materials and equipment
  - —maintaining records of rental materials and equipment
  - —coordinating use of building materials and equipment
- Assisting with preparation of bibliographies
  - —organizing bibliographic information
  - —preparing information in appropriate format
- Maintaining media collection
  - —reading shelves and files
  - —withdrawing items as directed by the library media specialist
  - —mending and repairing items
  - —assisting with inventory
- Performing other library media center duties as assigned

Source: Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians). Adapted here with permission.

Appendix G6

WASL Evaluation Checklist for School Library Media Support Staff

Instructions

This checklist is designed to be used with the local evaluation procedure. It is correlated to the school library media support staff job description developed by the Wisconsin School Library Media Association (*now* the Wisconsin Association of School Librarians) and is reprinted here with permission.

O – Outstanding
C – Commendable
S – Satisfactory
NI – Needs Improvement
NO – Not Observed
NA – Not Applicable

Responsibilities

	O	C	S	NI	NO	NA
Clerical						
Performs general secretarial responsibilities.	☐	☐	☐	☐	☐	☐
Compiles statistics.	☐	☐	☐	☐	☐	☐
Orders and processes print and nonprint materials.	☐	☐	☐	☐	☐	☐
Maintains inventory of and orders supplies.	☐	☐	☐	☐	☐	☐
Circulates print and nonprint materials.	☐	☐	☐	☐	☐	☐
Performs other library media center duties as assigned.	☐	☐	☐	☐	☐	☐
Educational						
Assists students and staff with locating and using materials and equipment.	☐	☐	☐	☐	☐	☐
Maintains library media catalogs.	☐	☐	☐	☐	☐	☐
Performs preventive maintenance and minor repairs on equipment.	☐	☐	☐	☐	☐	☐
Prepares displays.	☐	☐	☐	☐	☐	☐
Schedules use of and delivers materials and equipment.	☐	☐	☐	☐	☐	☐
Assists with preparation of bibliographies.	☐	☐	☐	☐	☐	☐
Maintains media collection.	☐	☐	☐	☐	☐	☐
Performs other library media center duties as assigned.	☐	☐	☐	☐	☐	☐

Other Projects

Signature of evaluator	Date Mo./Day/Yr.
Signature of library media support staff member	Date Mo./Day/Yr.

Appendix H

Instructional Media and Technology Licenses

Introduction

In 1986, the four instructional media and technology licenses that had been available in Wisconsin were replaced with four new ones.

The *old* licenses were for school librarian (900), school library supervisor, audiovisual coordinator (905), and audiovisual director (904). Persons currently holding regular or life licenses of any of these four types did not lose them when the new licenses became available.

The *new* instructional media and technology licenses are

- initial instructional library media specialist (901),
- instructional library media specialist (902),
- instructional technology specialist (903), and
- instructional library media supervisor (91).

The effective date for the change was **July 1, 1986**.

The new licenses must be renewed every five years, and evidence of continuing education must be shown for renewal. No life or unlimited renewals are available for the new licenses.

The "initial" license must be converted to the regular instructional library media specialist license by completing the appropriate requirements—a master's degree or 15 additional credits—within five years.

The three library media licenses are cumulative. Each higher level presumes attainment of the credits, degrees, competencies, and other requirements of the previous level. The instructional technology license, however, does not presume attainment of any of the library media licenses. The instructional technology specialist is not directly within the track of the library media licenses.

Application of These Standards

The *initial* instructional library media specialist license should be held by persons entering the profession with minimum qualifications who will provide basic professional library media services within an already established library media program at the school-building level.

The instructional library media specialist license should be held by those persons having advanced preparation who, in addition to providing basic library media services, are responsible for establishing or directing a full program of library media services at the school-building level, including supervision of all professional and support staff.

The instructional library media *supervisor* license is intended for persons who are responsible for directing the complete range of library media services and personnel at the building and district levels.

The instructional *technology* specialist license is intended for persons who have had advanced study and preparation in the use of newer communication technologies and are able to provide expert services in the design, development, and production of instructional materials; in the selection, evaluation, organization, and operation of instructional and production equipment; and in the application of communication technology to teaching and learning. This license alone is not appropriate for persons responsible for the full program of library media services at either the building or district level.

Definitions

The term *library media* refers to the broad range of printed and audiovisual materials and implies a reference to the equipment related to their use.

The term *library media services* includes, but is not limited to, evaluation, selection, organization, production, and use of these materials and equipment.

Proposed Equivalents for the Six Academic Credits

Renewal of the five-year license requires the completion of six semester credits of academic course work in the area of licensure or the equivalent. The "equivalent" is defined as 180 clock hours of approved continuing education activities.

This renewal requirement may be met by acquiring the prescribed credits, by the completion of 180 clock hours of related professional activities, or by a combination of credits and activities as described in Section PI 3.03(2) of the Wisconsin Administrative Code.

Standards for Instructional Library Media and Technology Licenses

Wisconsin grants certification on the basis of the completion of a college/university Approved Program and upon receipt of a recommendation for licensure from the certifying officer at the preparing institution. For the regular license, an applicant *must have satisfied all requirements in the Approved Program at the preparing institution*, as well as those listed below.

PI 3.18. Instructional Library Media and Instructional Technology. Persons holding the regular or life school librarian-900, audiovisual director-904, or audiovisual coordinator-905 licenses prior to July 1, 1986, may continue to serve with these licenses.

(1) Initial Instructional Library Media Specialist-901. Effective July 1, 1986, for the 5-year initial license, the applicant shall either possess a regular or a life license as a school librarian-900 or audiovisual director-904 or have completed all of the following:

(a) The general requirements in s. PI 3.05 including the approved program and institutional endorsement;

(b) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher preparation program;

(c) Student teaching in elementary and secondary library media services; and

(d) A minimum of 24 semester credits in an approved library media services program covering the following competency areas:

1. History, development, and content of children's and young adult's media;
2. Evaluation, selection, and utilization of media and instructional equipment for children and young adults;
3. Teaching of media, reference, research, and production skills to enable student use of media resources;
4. Provision of reference, referral, and retrieval services; and reading listening, and viewing guidance;
5. Selection of appropriate resources to meet learning activity needs;
6. Basic techniques for producing graphic, projected, and electronic media;
7. Management of the school building library media program, including the physical, technological, and financial resources; acquisition, organization, and retrieval functions; and operational and reporting procedures;
8. Direction of personnel assisting in the operation of a building-level library media program;
9. Identification of building-level library media program needs and the use of pertinent research in seeking solutions;
10. Informing the community about available library media services and gaining the cooperation of community agencies and professional organizations;
11. Application of school laws and regulations pertinent to library media programs;
12. Personal interaction skills needed to work effectively within the educational community and with the general public;
13. Operation of common audio, projection, television and computer equipment.

(e) Renewal to a Instructional Library Media Specialist-902 license requires the completion of the requirements listed under subpar. (2).

(2) Instructional Library Media Specialist-902. Effective July 1, 1986, for the regular license, the applicant shall either possess both a regular or life license as a school librarian-900 and audiovisual director-904, or have completed all of the following:

(a) Eligibility to hold the initial instructional library media specialist license;

(b) A master's degree in an approved library media services program or a total of 39 semester credits in an approved library media services program, 15 of which must be completed after the bachelor's degree and shall cover the following competency areas:

1. Identification of instructional objectives and selection of a variety of media and other resources to meet those objectives;
2. Principles and theories of general elementary and secondary curriculum development and educational psychology;
3. Promotion of effective use of media, the new technologies, and other resources by providing inservice instruction for teaching staff;
4. Selection and use of microcomputers and appropriate software for educational and bibliographic purposes;
5. Advanced techniques for producing instructional media in graphic, projected and electronic formats; ability to determine when to use local school district or commercial production facilities; ability to secure information through networks and computerized data bases;
6. Development of position description, performance objectives, and evaluation guidelines for building-level library media personnel;
7. Development of school building-level proposals for new or adapted instructional programs; development of educational specifications for library media centers; and planning of comprehensive annual and long-range goals;
8. Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel;
9. Needs assessment for building-level library media programs and use of results to plan a more effective library media program;
10. Advanced knowledge of the content and evaluation of children's and young adult's literature.

(3) Instructional Technology Specialist-903. Effective July 1, 1986, for the regular license, the applicant shall either possess a regular or life license as a audiovisual director-904 or have completed all of the following:

(a) The general requirements in s. PI 3.05, including the approved program and institutional endorsement;

(b) Eligibility to hold a Wisconsin license to teach or completion of an approved elementary or secondary classroom teacher education program.

(c) A master's degree in an approved instructional technology program or 30 graduate semester credits in an approved instructional technology program covering the following competencies:

1. Application of the principles of learning theory to the design of instructional media;
2. Determination of instructional objectives and development of specifications for media appropriate to meet those objectives;
3. Translation of media design specifications into workable production plans and production of graphic, projected, and electronic media;
4. Planning and management of complex operations involving instructional technology, including facility design, work scheduling, and budgeting;
5. Training, direction, and evaluation of personnel involved in instructional technology activities;
6. Promotion of effective use of media and other resources and technologies by providing inservice instruction for teaching staff;
7. Application of microcomputer technology in teaching and learning activities;
8. Development and application of standards for evaluation of media produced by local school district staff;
9. Analysis of present and future curriculum requirements to identify instructional technology needs;
10. Planning and management of effective procedures for selection, purchase, maintenance, and repair of instructional equipment;
11. Source of information on current and future trends and developments in instructional technology;
12. Principles and theories of general elementary and secondary curriculum development and educational psychology; and

13. Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel.

PI 3.24 (8). Instructional Library Media Supervisor-91. This license is not required. Persons holding the regular or life school library supervisor-09-900 license may continue to serve with this license. Effective July 1, 1986, for the regular license, the applicant shall have completed or possess all of the following:

(a) Eligibility to hold the instructional library media specialist-902 license;

(b) Three years of successful experience as an instructional library media specialist while holding either an initial or regular instructional library media specialist license; and

(c) A master's degree from an approved library media services program plus 12 graduate semester credits in educational administration, school personnel management, supervision of instruction, and district-level library media program supervision from an approved program covering the following competency areas:

1. General principles of organizing, operating, financing, and administering elementary and secondary schools.
2. Supervision of instruction in elementary and secondary schools.
3. General principles of school personnel management.
4. Administration and supervision of library media programs at the district level, including:
   a. evaluation and planning of program and services;
   b. management of personnel and financial resources;
   c. analysis of current trends in providing library media services;
   d. application of research methodologies;
   e. application of networking, automation, and advanced communication technologies; and
   f. application of appropriate laws and regulations.

Appendix I

WISCAT and MITINET

The Statewide Data Base

The Division for Library Services, Wisconsin Department of Public Instruction, has developed a statewide data base of over 2.7 million print and audiovisual titles held by 365 Wisconsin libraries. A state union catalog, WISCAT, has been produced from the data base.

The statewide data base was initially formed and is continually updated by merging *ma*chine-*r*eadable cataloging (MARC) records contributed by Wisconsin libraries. MARC records are received from libraries cataloging on the national OCLC bibliographic network, through the MITINET program described below, or via locally developed cataloging systems.

The vendor for the statewide data base system is Brodart, Inc. The company has processed computer tapes containing over 10 million MARC records for new and old titles cataloged by participating libraries.

During data processing, a master MARC record is selected for each unique title and duplicate records for the same title are eliminated. Holdings information from the eliminated records is appended to the master record. Currently, libraries contribute records for over 7,000 unique titles and information on 40,000 new holdings per week to the statewide data base and WISCAT.

WISCAT

After the MARC records were initially processed, the first edition of the state union catalog, WISCAT, was produced in March 1983. This edition contained records for 1.4 million titles from 138 libraries. WISCAT is a COM (computer output microform) catalog on microfiche with separate author, title, and subject sections.

The catalog is used for many purposes, including reference, cataloging, conversion of bibliographic records, acquisitions, and verifying holdings locations for interlibrary loan. WISCAT, which is produced annually, is distributed at no cost to libraries that contribute their records and holdings information.

WISCAT IV, the newest edition of the state union catalog, is one of largest catalogs of its kind in the United States. The latest edition includes records for 2.7 million titles from 365 contributing libraries. Although the majority of the titles in WISCAT IV are monographs, there are over 118,000 serials and 114,000 audiovisual titles in the catalog as well.

The new WISCAT includes 10.4 million individual holdings, but 54.4 percent of the titles are held by only one library, and 68.4 percent are held by just one or two libraries. Five percent of the titles in WISCAT are held by more than ten libraries.

Complete holdings information, including a library's name, call number, and any branch locations, appear under each entry in the union catalog. Libraries holding the same titles are listed geographically, following the boundaries of Wisconsin public library systems or multitype library organizations.

MITINET

The Division for Library Services and a library consulting firm, Information Transform, Inc., have developed a microcomputer program called MITINET (mighty net) to give all libraries in the state the opportunity to participate in the statewide data base. The program is made available at no cost to Wisconsin libraries.

Participants have to supply the necessary labor and an Apple or IBM microcomputer. MITINET is designed to facilitate the conversion of a library's cataloging records into the MARC format. Title and holdings information converted via MITINET is automatically added to the data base and appears in the next edition of WISCAT.

Libraries using MITINET have added information on 2.4 million titles or holdings to the state data base and WISCAT. Currently, records for an average of 21,000 titles a week are being converted to machine-readable form by 210 Wisconsin libraries using MITINET.

Once a library has its records converted to the MARC format and merged into the state data base, the vendor can extract that library's records to generate local products. COM or print

catalogs can be produced for an individual library or for an areawide union catalog.

Catalogs of audiovisual titles or other special collections can also be produced. A library can obtain computer tapes of its records in the MARC format for use in an automated circulation system or online catalog, or for other automated library functions.

The Wisconsin statewide data base is funded through the federal Library Services and Construction Act. More information on the statewide data base, WISCAT, and MITINET can be obtained from Robert Bocher, Reference and Loan library, 2109 South Stoughton Road, Madison, WI 53716; (608)221-6166.

Appendix J

Pupil Nondiscrimination Statute

Section 118.13, Wisconsin Statutes

118.13 Pupil discrimination prohibited.

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(2) (a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as a part of its 1986 annual report under s. 120.18. The policies and procedures shall provide for receiving and investigating complaints by residents of the school district regarding possible violations of this section, for making determinations as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent.

(3) (a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.04(1)(d) information on the status of school district complaints with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent shall:

1. Periodically review school district programs, activities and services to determine whether the school boards are complying with this section by providing information and technical assistance upon request.

Administrative Rules

The Education Committee of the Wisconsin State Assembly has approved Chapter PI 9, Wisconsin Administrative Code, which implements Section 118.13 of the Wisconsin Statutes. Section 118.13 prohibits pupil discrimination and is intended to insure equal treatment for all students.

PI 9 specifies the areas in which a school board must have policies and procedures to achieve nondiscrimination. The policies must address library media, instructional, counseling, and testing materials; admissions procedures; discipline; facilities; athletics; and food service.

The specific wording of PI 9 is given below.

PI 9.03 Policies.

(1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:

. . . .

(e) an instructional and library media materials selection policy consistent with s. 121.02(1)(h), Stats., and s. PI 8.01(2)(h).

Wisconsin Statutes that Affect School Library Media Programs

Excerpts from Chapter 43

Chapter 43 of the Wisconsin Statutes comprises the laws relating to libraries.

43.03 General duties of the state superintendent. The state superintendent shall:

(1) Promote, assist, and plan the organization, development, and improvement of school library media services to provide the resources needed for teaching and learning in schools.

. . . .

(3) (a) Promote cooperation and resource sharing among public libraries, school libraries, other types of libraries and related agencies.

(b) Plan, coordinate, evaluate, and set statewide priorities for the development of networks to enable library cooperation and resource sharing within this state and between this state and resource providers in other states.

(c) Submit to the council on library and network development a biennial report which describes the programs and policies carried out under pars. (a) and (b) in the preceding biennium and the programs and policies to be carried out under pars. (a) and (b) in the succeeding biennium.

. . . .

(9) Develop and maintain a computer database containing bibliographic and library holding information for all types of library materials owned by libraries throughout the state to serve as a resource sharing tool and assist libraries in developing computerized bibliographic databases.

(10) Disseminate information regarding appropriate continuing education activities available to librarians, library board members, library support staff, and other related professionals.

43.05 General duties of the division. The division shall:

(1) Coordinate and conduct continuing education programs for librarians of school library media programs, public libraries, public library systems, and institutional library programs.

(2) As it deems appropriate, assist libraries in the identification and recruitment of qualified personnel.

(3) Provide professional and technical advisory, consulting, and informational services to assist:

(a) School districts establishing, maintaining, or expanding school library media programs and facilities;

(4) Collect library statistics and conduct studies and surveys of library needs throughout the state and report and publish the findings. The research shall be coordinated with statewide library planning.

. . . .

(6) Recommend and distribute standards for school library programs and facilities to school library media programs, standards for public libraries to public library governing bodies, and standards for institutional library programs to governing bodies and administrators of institutional library programs and to heads of departments, as defined under s. 15.01(8), which administer institutional libraries.

. . . .

(11) Maintain a reference and loan library to supplement the collections of all types of libraries in this state by providing specialized materials not appropriately held and information sources not provided by local libraries or readily available from other area or state-level resource providers. The library shall provide specialized information services to state agency libraries and state employees, institution libraries, and other types of libraries according to policies developed by the division. Library and information services may include development of collections of specialized materials, interlibrary loan services, reference services, provision of database search services and maintenance of a statewide database of library materials. The library may contract with state agencies and libraries to provide library material cataloging and processing services.

. . . .

43.30 Public library circulation records. Records of any library which is in whole or in part supported by public funds, including the records of a public library system, indicating which of its documents or other materials have been loaned to or used by an identifiable individual may not be disclosed except to persons acting within the scope of their duties in the administration of the library or library system or persons authorized by the individual to inspect such records, or by order of a court of law.

43.70 Common school fund. (1) No later than October 15 of each year, each school district administrator shall certify to the state superintendent, on forms provided by the state superintendent, a report of the total number of children between the ages of 4 and 20 years residing in his school district on the preceding June 30.

(2) Annually, within 40 days after December 1, the state superintendent shall ascertain the aggregate amount of all moneys received as income in the common school fund prior to that December 1 and shall apportion such amount to the school districts in proportion to the number of children resident therein between the ages of 4 and 20 years, as shown by the census report certified under sub. (1).

(3) Immediately upon making such apportionment, the state superintendent shall certify to the department of administration the amount that each school district is entitled to receive under this section and shall notify each school district administrator of the amount so certified for his or her school district. Within 15 days after receiving such certification, the department of administration shall issue its warrants upon which the state treasurer shall pay the amount apportioned forthwith to the proper school district treasurer. All moneys apportioned from the common school fund shall be expended for school libraries, but not for public library facilities operated by school districts under s. 43.52, in accordance with rules prescribed by the state superintendent. Appropriate records of such purchases shall be kept and necessary reports thereon shall be made to the state superintendent.

43.72 Library exchanges. (1) School library books and other instructional material belonging to one school district may be loaned to another school district for use in any school library of that school district.

(2) Any public library board and school board may make such exchanges and loans of books and other instructional materials as are agreed upon for the purpose of increasing the efficiency of both libraries and ensuring the best service to the schools and all citizens.

(3) Any school district that borrows materials through a public library system shall reciprocate by sharing with other participating libraries materials that are not in immediate or constant demand by the school library's primary clientele, as determined by the school district.

Excerpt from Chapter 121

Section 121.02(1)(h) of the *Wisconsin Statutes* also affects school library media programs. See Appendix R.

School Library Media Materials Budget Formula

Formula and Definitions

$$MB = C \times (1 \pm V + A_w + A_d + A_l) \times (1 + I)$$

This formula represents materials maintenance—maintenance of the current building-level library media center materials allocation. The formula is *not* intended to take into account special needs for enhancement or "beefing up" of the budget, such as those occasioned by extensive curriculum revisions, textbook changes, lower than appropriate materials expenditures, and so on. Additional expenditure amounts should be allocated for specific nonperiodic needs.

Dollar amounts used in the above formula should be based on the building allocation of funds for all forms of media, *excluding* equipment. Materials covered by this formula are library media center books, audiovisual materials including microcomputer software, periodicals, reference materials, and microfilm.

Category Definitions

MB = Materials budget for the *upcoming* year
C = Amount spent, or allocated if final expenditures are unknown, for media in the *current* year
V = Variation in student population based on the "third Friday" count
A_w = Attrition by weeding
A_d = Attrition by date
A_l = Attrition by loss
I = Inflation rate

Criteria

V – Variation in Student Population. This is the change in the number of students served. Calculate this number using the equation below. It will be added if it represents an increase or subtracted if it represents a decrease.

$$\frac{\text{increase or decrease}}{\text{original}} \times 0.2 =$$

A_w – Attrition by Weeding. The attrition by weeding is determined using the percent of the collection that has been weeded.

% of Collection Weeded	Add to Formula
0 to 1.99%	0.00
2 to 4.99%	0.01
5 to 9.99%	0.02
10% or more	0.03

A_d – Attrition by Date. This will indicate the age of the collection. Do a systematic sampling of the collection of print and audiovisual nonfiction materials. One sampling procedure is described below.

Assume that 100 cards in the shelflist equal one inch. Select a sample of approximately 200 items using these steps.

- Estimate the size of the nonfiction collection. First, measure the shelflist with a ruler and estimate that each inch represents 100 cards. For example, a nonfiction shelflist that measures about 40 inches suggests that the nonfiction collection includes about 4,000 items.
- Divide the size of the nonfiction collection (in inches) by the size of sample desired. This produces the sampling interval. Convert the resulting number to sixteenths of an inch to make measuring the shelflist easier. A 200-item sample is probably large enough to insure that judgments based upon it will be accurate. For example, to sample 200 titles from a 40-inch nonfiction collection, divide 40 by 200. The sampling interval is 0.2, or 3/16 of an inch.
- Using the calculated sampling interval, pull shelflist cards and note the latest copyright date of each title selected. Determine the percentage of the nonfiction collection that is 15 years old or older, and then add the appropriate number to the formula.

% of Nonfiction Collection 15+ Years	Add to Formula
0 to 2.99%	0.00
3 to 4.99%	0.01
5 to 9.99%	0.02
10 to 19.99%	0.03
20 % or more	0.04

A_l – Attrition by Loss. Every year, a number of items cannot be accounted for and may be declared lost. Add a number to the formula based upon the percentage of the collection that has been lost.

% of Collection Lost	Add to Formula
0 to .99%	0.00
1 to 1.99%	0.01
2 to 2.99%	0.02
3% or more	0.03

I – Inflation. The latest inflation rate percent of change listed in the Consumer Price Index can be used in the formula. Other sources are the most current edition of a world almanac or the Wisconsin Department of Industry, Labor and Human Relations, Labor Market Information, P. O. Box 7944, Madison, WI 53707; (608)266-2832 (DILHR Library).

An alternative is to identify the inflation rate for books and other media and to use those figures or an average of them. The choice is up to those using the formula. It is important to be consistent once the choice of inflation rate has been made.

Example

For the sake of illustration, imagine a building media center collection that includes 15,000 media items of all types. Last year, the center's total materials budget was $4,800, and it served 400 students.

The school enrollment increased by 23 students; 289 books were lost and 241 weeded. Sixty of 400 randomly selected items were found to be 15 years old or older. The inflation rate for the last year known was 0.038.

Those using the formula above to calculate the materials budget for the coming year must first determine the numbers that will go into the formula.

C = $4,800

V = Increase of 23 students
23 ÷ 400 = 0.0575 increase in student population
0.0575 x 0.2 = 0.0115, so add 0.0115

A_w = 242 items weeded from a collection of 15,000 items
242 ÷ 15,000 = 0.016
This is less than 2 percent, so add nothing.

A_d = For a collection of 12,000 nonfiction books (15,000 items minus 3,000 fiction titles), 320 cards were checked and 60 found to be for items 15 years old or older.
60 ÷ 320 = 0.1875
18.75 percent is over 10 percent, so add 0.03.

A_l = 289 books were unaccounted for out of the 15,000-item collection
289 ÷ 15,000 = 0.019
1.9 percent is between 1 percent and 2 percent of the collection, so add 0.01.

I = The inflation rate listed was 0.038.

Now the variables can be used in the formula.

$$MB = C \times (1 \pm V + Aw + Ad + Al) \times (1 + I)$$
$$= \$4,800 \times (1 + 0.0115 + 0.00 + 0.03 + 0.01) \times (1 + 0.038)$$
$$= (\$4,800 \times 1.0515) \times (1.038)$$
$$= \$5,047.20 \times 1.038$$
$$MB = \$5,238.99$$

For discussion purposes, the new materials budget should be $5,238.99.

Education Block Grant Law

Chapter 2 of the Education Consolidation and Improvement Act is also known as the Education Block Grant Law. It is a financial resource for educational improvement.

Since 1982–83, programs, services, and materials Wisconsin schools purchased with Chapter 2 funds have been used to improve many areas of the curriculum. Reading, mathematics, and computers in education programs have been the primary beneficiaries.

Chapter 2 provided nearly $8 million for Wisconsin school districts during 1985–86. Funds were used in public and nonpublic schools, and the average per pupil allotment in Wisconsin was $8.45.

Funds are allocated to school districts on the basis of a formula derived annually by the Education Block Grant Chapter 2 State Advisory Committee. The formula, which is also approved by the state superintendent of public instruction, provides for distribution of funds based on public and nonpublic school enrollments. Added funding is based on enrollments of students whose education involves a higher than average cost, such as those from low-income families and children living in economically depressed and sparsely populated areas.

School districts receive Chapter 2 funds after submitting applications to the Department of Public Instruction. Each applicant must describe intended uses of the funds and provide assurances that the law will be fulfilled. The law requires that schools consult systematically with parents, teachers, and administrators, and with local private school officials when appropriate.

Among uses of Chapter 2 monies are the purchase of library media materials, including microcomputer software. Instructional equipment, including microcomputers, is also purchased with these funds.

Appendix N

Wisconsin Common School Fund

Description

The Common School Fund was created in article X, section 2 of the Wisconsin state constitution. That section stipulates that income from interest and other revenues derived from the school land shall be exclusively applied to the following objects:

- to support the maintenance of common schools in each school district and the purchase of suitable libraries and apparatus therefor; and
- the residue shall be appropriated to the support and maintenance of academies and normal schools and suitable libraries and apparatus therefor.

The distribution of Common School Fund income is further spelled out in article X, section 5 of the state constitution, as well as in Chapter 43 of the *Wisconsin Statutes*.

Statute 43.70 indicates that "all monies apportioned from the Common School Fund shall be expended for the purchase of library books and other instructional materials for school libraries... according to the rules prescribed by the State Superintendent." In January of each year, the state sends a check to each local school district. The accounting system classifies this payment as a "library aid."

The school district may spend its Common School Fund allocation on the following items. Each item has been given an "object code" to be used with the Wisconsin Elementary and Secondary School Accounting System (WESSAS).

Audiovisual materials	WESSAS Object Code #431
Library books	WESSAS Object Code #432
Newspapers	WESSAS Object Code #433
Periodicals	WESSAS Object Code #434
Programmed microcomputer software	WESSAS Object Code #435
Microfilm	WESSAS Object Code #438
Reference books	WESSAS Object Code #439

The Common School Fund allocation cannot be used to purchase textbooks, nor can it be used for rental of any items. It may be spent only for the items listed above, and the items must be part of the collection of materials ordinarily housed in the library or instructional media center.

The Common School Fund itself has grown to over $148 million. This money is mainly out in 20-year loans for the construction of schools and other public buildings.

The total income from this fund is apportioned to public schools based on the school census of children between ages four and 20 residing in each school district. All Common School Fund moneys are paid to the public schools, as none may be disbursed to private schools. The state distributed $10,497,000 from the fund, or $9.44 per child—$13.67 per student actually enrolled in public school—in January 1987.

Statutes

Section 43.70 of the *Wisconsin Statutes*, which describes how Common School Fund monies are allotted to school districts, is included in Appendix K, "Wisconsin Statutes that Affect School Library Media Programs."

Account Number for Media Program Expenditures

General Explanation

The Wisconsin Elementary and Secondary Schools Accounting System (WESSAS) is designed to provide information not only on the dollars spent for certain kinds of objects, such as textbooks, but also on the costs of certain programs, like language arts instruction or instructional media services.

WESSAS code numbers are composed of 18 digits. Library book costs for the "Sunnyvale High School" library media center, for example, might be coded 10 401 222 200 000 1. This number can be decoded as indicated below.

- The first two digits indicate the *fund* from which the dollars must be taken. There are ten such funds, with a number of subdivisions.
  10 = General fund
- The next three digits indicate the *location* where the item or service purchased will be used. There are nine location codes, and each can be subdivided.
  400 = High schools
- The next three digits, 432, indicate the *object* that is being purchased. Each digit has its own significance.
  *4*00 = Noncapital objects
  4*3*0 = Media
  43*2* = Library books
- The next six digits, 222 200, indicate the *function* and *subfunction* items will serve. Each digit has a meaning.
  200 000 = Support services
  220 000 = Instructional staff
  222 000 = Educational media program
  222 200 = School library
- The next three digits indicate the *program* or *project*.
  000 = No program or project
- The next digit indicates the fiscal year.
  4 = 1983-84
- Another series of six digits may be added by a school district's bookkeeping system to indicate the status of the account—"payable" or "paid," for example.
- Still other groups of digits can be added to meet local needs. There are code numbers for specific activities, grades, instructional methods, jobs, race, sex, and specializations.

The WESSAS handbook is published by the Wisconsin Department of Public Instruction and every school district in the state has at least one copy available. Excerpts covering the account numbering Wisconsin school library media specialists are likely to use are reprinted below.

For further information on WESSAS as it affects library media programs, contact Richard Sorensen, Bureau for Instructional Media and Technology, Department of Public Instruction, P. O. Box 7841, Madison, WI 53707; (608)266-1924.

WESSAS Codes that Affect Library Media Programs

400 Noncapital Objects

- 410 Supplies and Materials
  - —411 General
  - —412 Workbooks
  - —413 Computer software materials, unprogrammed
  - —415 Food
  - —416 Medical supplies
  - —417 Paper
  - —418 Fuel for vehicle operation
  - —419 Other supplies
- 430 Media
  - —431 Audiovisual media
  - —432 Library books
  - —433 Newspapers
  - —434 Periodicals
  - —435 Programmed computer software
  - —436 Rental of media
  - —437 Textbooks
  - —438 Microfilm
  - —439 Other media
- 440 Noncapital Equipment
  - —441 Apparel
  - —443 Containers
  - —444 Furnishings
  - —445 Measuring devices
  - —446 Tools and implements
  - —449 Other noncapital equipment

- 450 Objects for Resale
- 490 Other Noncapital Objects

500 Capital Objects

- 550 Equipment/Vehicle-Addition
  - —551 Equipment purchase-addition
  - —552 Vehicle purchase-addition
- 560 Equipment/Vehicle-Replacement
  - —561 Equipment purchase-replacement
  - —562 Vehicle purchase-replacement
- 570 Rental of Equipment/Vehicles
  - —571 Equipment rental
  - —572 Vehicle rental
- 590 Other Capital Objects

WESSAS Definitions of Objects

Freight charges are to be included when recording the cost of goods purchased.

410 Supplies and Materials

These are items of an expendable nature that are consumed, worn to, or deteriorated by use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

- 411 General Supplies are supplies which cannot be appropriately classified in the other supply and materials categories. This classification will include such items as small *marking devices*, fastening devices, *instructional games*, cleaning materials, trophies and other awards, wax, *bulbs*, toilet paper, paper towels, pencils, paper clips, preprinted forms, prepared ditto worksheets, *blank videotapes*, *films*, commercially produced *tests*, eating utensils, etc.
- 412 Workbooks
- 413 Unprogrammed Computer Software

430 Media

These are items having characteristics of noncapital equipment (see Object 440) which serve a communication function.

- 431 Audiovisual Media are items that communicate primarily through other than the printed word. Examples are films, maps, charts, displays, study prints, records, cassettes, globes, prepared videotapes, and similar items. The category does not include means of displaying the above, such as bulletin boards, projectors, easels, recorders, etc.; these are listed as equipment under Objects 440 or 550.
- 432 Library Books are books which are purchased in limited quantities (i.e., not enough to provide one to each student in a class) and usually kept in a central location. The cost of rebinding and repair of library books is also recorded here. *Note:* If the books are inventoried in a central library or media center, a function in the 220 000 series should be selected. If the books are inventoried in a classroom, an instructional function should be used.
- 433 Newspapers can be daily or weekly newspapers purchased either singly or by subscription; microfilm costs are to be recorded under Object 438.
- 434 Periodicals are magazines or recurringly issued publications such as indices, whether purchased singly or by subscription; microfilm copy costs are to be coded to Object 438.
- 435 Programmed Computer Software includes preprogrammed software, routines, and documents associated with computers, such as manuals, compilers, operating systems, and application programs which are rented or purchased. *Note:* In a previous edition of the WESSAS handbook, this number was used for realia.
- 436 Rental of Media includes payments to rent use of the media described under Object 430.
- 437 Textbooks are books which are purchased in fairly large quantities (i.e., enough to provide one to each student in a class) and rented or lent to students. The cost of rebinding and repair of textbooks should also be charged here.
- 438 Microfilm includes all microforms: roll film (35mm or 16mm), whether in reels, cartridges, or jackets; microfiche; aperture cards; or microcards. Microforms will be classified here regardless of whether they are copies of printed documents, such as periodicals or books, or whether they are original publications in microform.
- 439 Other Media includes reference books, sets of encyclopedias, pamphlets, bulletins, ephemeral material, other material normally included in a vertical file, manuals for broadcast instructions, *and realia* (collections, plants, etc.).

500 Capital Objects

Capital objects include items of a permanent or enduring nature which are sufficiently expensive to warrant capitalization as an asset, which are of value for a period longer than the fiscal year in which acquired and/or paid for, and which are usually easier and cheaper to repair than to replace.

Rentals are included here as they are costs in lieu of purchase.

These accounts describe whether the object should be fully capitalized (if it is an addition to the district's assets) or not (if it replaces a similar item previously included in the district's assets)....Freight charges are to be included when recording the cost of goods purchased.

550 Equipment/Vehicle Addition

Equipment is any instrument, machine, apparatus, or set of articles which (1) retains its original shape and appearance with use, (2) retains its identity (i.e., not incorporated into a larger or more complex unit), (3) is free-standing or mobile (i.e., not attached to land or buildings, and (4) meets all of the criteria of capital objects listed under Object 500.

A vehicle is an item which would be considered equipment, except that it meets the following additional criteria: (1) it is powered and (2) it is designed to be able to transport passengers and/or cargo on a public roadway. Thus, cars, trucks, school buses, motorcycles, and tractors qualify as vehicles. Carts, dollies, forklifts, bicycles, stretchers, riding lawn mowers, and roller skates are to be considered equipment.

- 551 Equipment Purchase-Addition
- 552 Vehicle Purchase-Addition

560 Equipment/Vehicle Replacement

Equipment is any instrument, machine, apparatus, or set of articles which (1) retains its original shape and appearance with use, (2) retains its identity (i.e., not incorporated into a larger or more complex unit), (3) is free-standing or mobile (i.e., not attached to land or buildings), and (4) meets all of the criteria of capital objects listed under Object 500.

A vehicle is an item which would be considered equipment, except that it meets the following additional criteria: (1) it is powered and (2) it is designed to be able to transport passengers and/or cargo on a public roadway. Thus, cars, trucks, school buses, motorcycles, and tractors qualify as vehicles. Carts, dollies, forklifts, bicycles, stretchers, riding lawn mowers, and roller skates are to be considered equipment.

- 561 Equipment Purchase-Replacement
- 562 Vehicle Purchase-Replacement

570 Rental of Equipment/Vehicles

- 571 Equipment Rental
- 572 Vehicle Rental

Appendix P

Service Needs and Providers Identification Form

Identified Need	Possible Service Providers				
	Local	CESA	Public Library System	State	Other

Design of School Library Media Centers

Size of Reading, Listening, Viewing Areas

- For a student body of 500 or larger, enrollment x 6 = proper area in square feet.
- For smaller enrollments, increase the multiplier by one for every 100 students below 500 (e.g., 400 x 7 = 2,800 sq. ft.).

Note that the reading, listening, viewing area contains bookstacks, library furniture—such as charging desk, index table, card catalog—and a variety of tables, chairs, carrels, and other seating arrangements for users. It includes such functional spaces as the entrance, circulation area, reference area, and room for using books and audiovisual materials individually or in small groups.

Size of Other Areas

Area	Enrollments		
	500 students	**1000 students**	**1500 students**
Periodical storage	700 sq. ft.	1000 sq. ft.	1200 sq. ft.
Production of AV materials*	600 sq. ft.	900 sq. ft.	1200 sq. ft.
Offices	200 sq. ft.	400 sq. ft.	500 sq. ft.
Processing	100 sq. ft.	150 sq. ft.	200 sq. ft.
AV equipment maintenance, storage, and distribution	500 sq. ft.	1000 sq. ft.	1500 sq. ft.
Conference rooms	2 @ 100 sq. ft. each	4 @ 100 sq. ft. each	6 @ 100 sq. ft. each
Microcomputer lab	500 sq. ft.	1000 sq. ft.	1500 sq. ft.
Storytelling area	500 sq. ft.	500 sq. ft.	500 sq. ft.

*This space should contain countertop/storage cabinets of 30, 45, and 60 lineal feet.

Appendix R

Standard 121.02 (h)

Requirement

The section of the *Wisconsin Statutes* quoted below specifies one standard to be applied to the school library media center.

121.02 (1) The school board shall

(h) Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.

Administrative Rules

The Department of Public Instruction administrative rules relating to this standard require the following.

- All students in grades K-6 shall be provided with library/media services performed by or under the supervision of department-certificated library and audiovisual personnel.
- All students in grades 7-12 shall be provided with library-media services performed by department-certificated library and audiovisual personnel.
- A department-certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program.
- All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
- There shall be on file a written school board-approved long-range plan for library services development formulated by students, teachers, library and audiovisual personnel, and administrators. This plan shall point the direction toward programs described in the current *Standards for School Library/Media Programs* published by the department.

School Library Media Programs: A Resource and Planning Guide includes the standards referred to in the Department of Public Instruction Administrative Code for Standard h and replaces the *Standards for School Library/Media Programs 1977-82*. By referring to these standards, school personnel can assess the adequacy of their library media center programs and plan strategies for improvement.

CESA Media Services Available in 1986-87

Services	CESAs Providing Service (x) or Limited Service (#)											
	1	2	3	4	5	6	7	8	9	10	11	12
Special Education Instructional Materials Center	X	X	X	X	X	X	X	X	X		X	#
Regular Education Instructional Materials Center	X		X	X	X	X		#	#	X		#
AV Equipment Repair Service	X	X	X	X	X	X	X			X		#
Truck/Van Delivery Service		X	X	X	X	X	X	X	X	X	X	#
16mm Film Library	X		#	X	X	X		#				#
Audio Cassette Duplicating Service	X		X	X	#			#	X	X	#	#
AV Materials Production Service			X	#		#		#				
AV Consultant Service			X	X	X	X		#				
Cooperative Purchase of AV Equipment & Supplies	X			X		X			X	X	X	
AV Inservice Program			X	X		X				#		X
Library Book Processing				X								X
AV Equipment Available for Loan			X	#				#	X	X	X	#
Videotape Library	X		#	X	X	X	X	#		X		#
16mm Film Repair/Filmstrip Cleaning Equipment	#		X	X	X	X				X		
Microfilm Service			X	X	#	X	X			#		#
TV Utilization Consultant/Regional Broadcast Instruction Council	X			X							X	#
Video Duplicating Service			X	#	#	X						#
Video Recorder Repair Service	#			#	X	X				X	#	
Videotape Cooperative Purchasing			X	X			X	#				#
Human Growth & Development Circulation of AODA-Sex Ed. Materials												
Program Support Consultants Through Media & Information		X										
Data Base Searches (Dialogue)		X										

Services	CESAs Providing Service (x) or Limited Service (#)											
	1	2	3	4	5	6	7	8	9	10	11	12
Interlibrary Loan (Arrowhead System)		X										
MECC		X										
Professional Library												X
WDP Online Data Base Search												X
Computer Consultant												X
Computer Education												X
Computer Repair												X
Computer Software												X
Educational Research Services			X									
Monthly Media Specialists Meetings										X		
Other Media Libraries (i.e., Human Growth, AODA, Nutrition)		X									X	

Cooperative Educational Service Agencies

CESA #1
2930 South Root River Parkway
P.O. Box 27529
West Allis, WI 53227
(414) 546-3000

CESA #2
430 East High Street
Milton, WI 53563
(608) 755-2311 or 755-2312

CESA #3
1300 Industrial Drive
Fennimore, WI 53809
(608) 822-3276
STS Numbers: 266-5689 or
266-1144

CESA #4
La Crosse County Courthouse
La Crosse, WI 54601
(608) 785-9364

CESA #5
626 East Slifer Street
P.O. Box 564
Portage, WI 53901
(608) 742-8811

CESA #6
2300 Ripon Road
P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372

CESA #7
2280A South Broadway
Green Bay, WI 54304
(414) 497-3755

CESA #8
Lake and Main
Gillett, WI 54124
(414) 855-2114

CESA #9
328 North Fourth Street
Tomahawk, WI 54487
(715) 453-2141

CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

CESA #11
1035 8th Avenue
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711

CESA #12
301 Thirteenth Avenue East
Ashland, WI 54806
(715) 682-2316

Appendix U

Regional Service Units

Channel 36/Milwaukee
Southeastern Wisconsin In-School
Telecommunications
(SEWIST)
(c/o CESA #1)

Director
P.O. Box 27529
West Allis, WI 53227
(414) 546–3000

Milwaukee Public Schools
Instructional Television
Fixed Service
(ITFS)
Channel 9

Director
Instructional Resources
P.O. Drawer 10K
Milwaukee, WI 53201
(414) 475–8143

Channel 21 Area
Southern Wisconsin Educational
Communications Service
(SWECS)
(c/o CESA #2)

Director
3319 West Beltline Highway
Madison, WI 53719
(608) 273–5197

Channel 28 Area
and **Channel 20 Area**
West of Highway 51
Northwest Instruction
Broadcast Service
(NIBS)
(c/o CESA #11)

Director
P.O. Box 158
Elmwood, WI 54740
(715) 232–1627

Channel 31 Area
Western Wisconsin Broadcast
Instruction Council
(WWBIC)
(c/o CESA #4)

Director
205 Main Street
Onalaska, WI 54650
(608) 785–9373

Channel 36/8 Area
Lake Superior Broadcast
Instruction Council
(LSBIC)
(c/o CESA #12)

Director
Channel 8
1202 East University Circle
Duluth, MN 55811
(218) 724–8567

Channel 38 Area
and **Channel 20 Area**
East of Highway 51
Northeastern Wisconsin In-School
Telecommunications
(NEWIST)
(c/o CESA #7)

Director
Instructional Services Building
Room 1110
University of Wisconsin–Green Bay
Green Bay, WI 54301
(414) 465–2599

The address of the Wisconsin Educational Radio and TV Networks is:

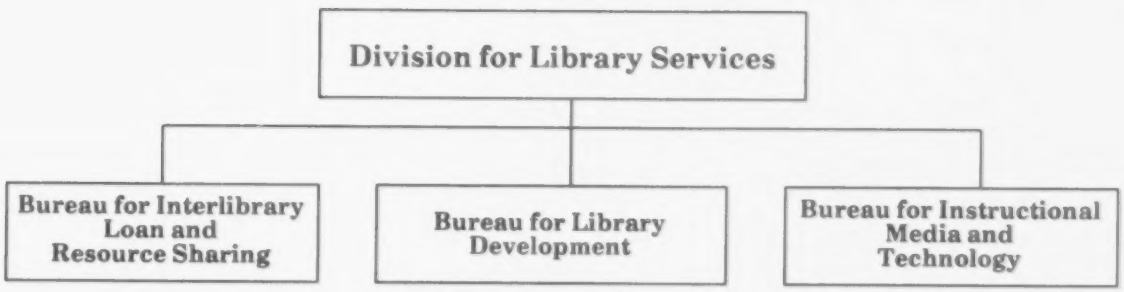
Educational Communications Board
3319 West Beltline Highway
Madison, WI 53719
(608) 273–5500

Wisconsin Public Library Systems and Multitype Organizations

Public Library System	System Multitype Library Advisory Group or Area Organization	Counties Served
Arrowhead Library System 21 North Franklin Street Janesville, WI 53545	ALS Multitype Library Advisory Committee c/o System	Rock
Eastern Shore Library System Mead Public Library 710 Plaza 8 Sheboygan, WI 53801	Sheboygan Librarian Association c/o System	Ozaukee, Sheboygan
Indianhead Federated Library System 3501 Golf Road Eau Claire, WI 54701	Western Wisconsin Council of Libraries c/o System	Barron, Chippewa, Dunn, Eau Claire, Pepin, Pierce, Polk, Price, Rusk, St. Croix
Kenosha County Library System Kenosha Public Library 7979 38th Avenue Kenosha, WI 53142	Tri County Library Council c/o UW Parkside	Kenosha
Lakeshores Library System 730 Wisconsin Avenue Racine, WI 53403	Tri County Library Council	Racine, Walworth
Manitowoc-Calumet Library System Manitowoc Public Library 808 Hamilton Street Manitowoc, WI 54220	Manitowoc-Calumet Library Association c/o System	Calumet, Manitowoc
Mid-Wisconsin Federated Library System Fond du Lac Public Library 32 Sheboygan Street Fond du Lac, WI 54935	Mid-Wisconsin Librarian Association c/o System	Dodge, Fond du Lac, Jefferson, City of Whitewater
Milwaukee County Federated Library System Milwaukee Public Library 814 West Wisconsin Avenue Milwaukee, WI 53233	Library Council of Metropolitan Milwaukee (LCOMM) c/o Milwaukee Public Library	Milwaukee (except Cudahy and South Milwaukee)
Nicolet Federated Library System Brown County Library 515 Pine Street Green Bay, WI 54301	Northeast Wisconsin Intertype Libraries (NEWIL) c/o System	Brown, Door, Kewaunee, Marinette, Menominee, Oconto, Shawano

Public Library System	System Multitype Library Advisory Group or Area Organization	Counties Served
Northern Waters Library Service Ashland Industrial Park P.O. Box 440 Ashland, WI 54806	Northwest Wisconsin Multitype Library Council c/o System	Ashland, Bayfield, Burnett, Douglas, Iron, Sawyer, Vilas, Washburn
Outagamie Waupaca Library System Appleton Public Library 225 North Oneida Street Appleton, WI 54911	Fox Valley Library Council c/o OWLS	Outagamie, Waupaca
South Central Library System Madison Public Library 201 West Mifflin Street Madison, WI 53703	Multitype Advisory Library Council (MALC) c/o System	Columbia, Dane, Green, Sauk
Southwest Wisconsin Library System 1775 4th Street Fennimore, WI 53809	Southwest Wisconsin Association of Libraries c/o System	Crawford, Grant, Iowa, Lafayette, Richland
Waukesha County Federated Library System Waukesha Public Library 321 Wisconsin Avenue Waukesha, WI 53186	Library Council of Metropolitan Milwaukee (LCOMM) and Waukesha c/o Milwaukee Public Library	Waukesha
Winding Rivers Library System La Crosse Public Library 800 Main Street La Crosse, WI 54601	Winding Rivers Intertype Library Council c/o System	Buffalo, Jackson, Juneau, La Crosse, Monroe, Trempealeau, Vernon
Winnefox Library System Oshkosh Public Library 106 Washington Avenue Oshkosh, WI 54901	Fox Valley Library Council c/o OWLS or Winnefox	Green Lake, Waushara, Winnebago, Marquette
Wisconsin Valley Library Service Marathon County Public Library 400 First Street Wausau, WI 54401	Wisconsin Valley Library Service Advisory Committee c/o System	Adams, Clark, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Taylor, Wood

Division for Library Services Organization Chart


Division for Library Services
Bureau for Interlibrary Loan and Resource Sharing
Bureau for Library Development
Bureau for Instructional Media and Technology

- Technical Services
  - — State Agency Library
  - — Shipping and Circulation
  - — Cataloging and Processing
  - — Acquisition
- Reference and Loan Services
  - — Government Services
  - — Reference Services
  - — Interlibrary Loan

- Public Library Development
- Cooperative Library Development
- Library Law
- Public Library Systems
- Library Services and Construction Act
- Summer Library Program
- Public Librarian Certification
- Public Library Administration Funding
- Public Library Buildings and Planning
- Interlibrary Cooperation
- Continuing Education for Librarians and Trustees
- Library Automation
- Library Services to Special Users

- School Library Media
- ITV Utilization
- Educational Technology
- DPI Microcomputer Center/ Library
- Instructional Uses of Microcomputer
- Telecommunications
- Policy Development
- Evaluation
- Materials Selection
- Cooperation
- Facilities
- Guidelines
- Long-range Planning